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ABSTRACT

The first schools in Denmark were grammar schools run by the Roman Catholic Church until 1536 when the State took over the responsibility. The education system developed and expanded to include teacher training as well as folk high schools (folkeskole). At the end of the 1980s almost 17 percent of all schools providing primary and lower secondary education were run privately. The responsibility for the education system in Denmark rests with the State, the counties, the municipalities, and private individuals and institutions. The main features of the administration of the education system include Parliament, the Ministry of Education and Research, county councils, municipal councils, and individual educational institutions. Diagrams illustrate the educational system and the organization of the Ministry of Education and Research. Separate chapters present descriptions of each level in the Danish education system: (1) pre-school education; (2) primary and lower secondary education; (3) upper secondary education including general education and vocational education and training; (4) higher education; (5) teacher training; and (6) voluntary youth and adult education. After a description of the 13-point-marking-system used in primary and secondary education, an overview of student grants and loans shows how the State supports youth and higher education courses. Lists indicate three educational bodies with special tasks, the total number of educational institutions in 1987, and the educational courses and employment rates for 1988 and 1989. (CK)

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ED 377 093

Education in Denmark

The Education System

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EDUCATION IN DENMARK

The Education System

Ministry of Education & Research
1992

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I. INTRODUCTION

The Danish education system can roughly be divided into the following main areas:

1) Pre-School education
2) Primary and lower secondary education
3) Upper secondary education (*Gymnasia* and courses leading to the Higher Preparatory Examination *(HF)*)
4) Vocational education and training and further technical or commercial courses
5) Higher education
6) Youth and adult education.

Education is compulsory for children between 7 and 16 years of age, i.e. 9 years of compulsory education. In addition, there are a 1-year preschool class and a 10th school year which are optional.

Education at primary, secondary, and tertiary level is free of charge, and text books and teaching aids and materials are free at primary and secondary level.

The general aims of most courses of education and training are laid down by the relevant ministry - usually the Ministry of Education and Research. In the case of the *Folkeskole*, the Ministry of Education furthermore issues guidelines to curricula and teaching guidelines, which, however, are not binding, as the municipalities have the power to issue curriculum regulations for the schools in their district.

With regard to upper secondary education, the Ministry of Education issues curriculum regulations.

Since the late 1960s, radical changes have been made in the Danish education system, largely to keep pace with industrial development but also because of widespread agreement to the effect that education at all levels should help to remove social barriers.

In 1976, a new Education (*Folkeskole*) Act came into force. According to this Act, nine years of comprehensive primary and lower secondary education are compulsory for all, with an optional pre-school year and an optional tenth year.

At upper secondary level, the major reforms have been the introduction of the Higher Preparatory Examination (*HF*) courses in 1967 and the basic vocational education (*EFG*) courses in 1972, the reforms of the Gymnasium of 1988 and of vocational education and training in 1991.

In 1950, about 6 per cent of all school leavers were admitted to the *Gymnasia*. By 1987, this figure (which includes admission to *HF*-courses) had risen to almost 40 per cent. This large increase in the number of students in general upper secondary education has necessitated an intensification of the overall planning and development of the courses of higher education.

During the 1960s and 1970s, the capacity at this level of education was greatly expanded, and three new universities/university centres (Odense, Roskilde, and Aalborg) were founded.

In 1976 it was, however, found necessary to restrict admission to the courses of further and higher education by numerus clausus.

At the same time, intensive research has been carried out to find new models for the whole range of further and higher education courses which will allow for more flexible combinations of courses and for opportunities for leaving courses at various stages with a qualification. Furthermore, initiatives have been taken to restructure and broaden the access to higher education.

The most significant development in adult education is the trend towards an increase in the opportunities for recurrent education.

Since 1977, all counties and the municipalities of Copenhagen and Frederiksberg have been required to establish single-subject courses for adults wishing to take one or more of the leaving examinations of the *Folkeskole* or the *HF*-examination. These courses have already proved to be of great importance for the continued education of Denmark's adult population.

As the education sector is not an isolated area but is influenced by general social and economic development, educational reforms are constantly under way.

In 1984, although the minimum period of education for all was nine years, about 90 per cent of the pupils received more education than that. Most of them attended the *Folkeskole* for ten years, and the majority subsequently embarked on a vocationally-oriented course.

About 30 per cent entered a *Gymnasium* or an *HF*-course, and a total of 25 per cent continued their studies on a short or long course of higher education.

There are, however, still a number of young people leaving school after the 9th or 10th forms who join the labour market without any further education. Some of them, especially those in the age group 18-22, will return to the education system later on in their lives to qualify for a trade or the like. These young people only have their *Folkeskole* education and whatever knowledge they may acquire by attending adult education courses.

II. HISTORICAL REVIEW

The early development of the Danish education system was largely similar to that of the education systems in most other Western European countries. The first schools in Denmark were grammar schools which were run by the Roman Catholic Church until 1536 when the State took over the responsibility. In 1809, the first Grammar Schools Act came into force.

The children of peasants and artisans received training in practical work and from about the year 1400, the training of these children was controlled by the guilds. This control was abolished by Act of Parliament in 1857. Technical and commercial schools were established by the trade associations instead of by the guilds, and the first Apprenticeship Act came into force in 1889.

A general education for children from all social classes developed during the 18th century, as an increasing number of schools were established in rural districts as well as in urban areas.

In 1791, the first teacher training college was founded, and in 1814, seven years of compulsory education - free of charge - were introduced. Compulsory education, however, did not mean compulsory schooling. It meant that people were free to educate their children in whatever way they saw fit as long as the children received instruction in the principal school subjects and that this instruction was of a standard comparable to that given in the municipal schools.

Grundtvig believed in "the necessity of the spoken word for the awakening of life and the transmission of the spirit" and stressed the need for a thorough knowledge of the mother tongue, national and biblical history, all of which he considered important for the understanding of life in a democratic society.

In opposition to the concept of "academic culture", he advanced the idea of "popular culture", i.e. a culture deeply rooted in the people themselves, and he introduced the idea of the folk high school, where young people and adults from all walks of life could be offered a general education with emphasis on "our native country's natural and historical qualities."

The first folk high school was founded in 1844. Since then, many more have been set up, and they have proved to be a vital force in the education of the Danish people.

Grundtvig's thoughts as regards education were taken up and put into practice by one of his contemporaries, the teacher Kristen Kold, who founded the first "free school" in 1852.

Today, various kinds of "free" or independent schools exist, all of them receiving government subsidies by up to 85 per cent of their operational expenditure. Subject to certain conditions, loans on favourable terms can be obtained for the establishment of new schools.

The principle behind these large subsidies is that, although Denmark has an efficient education system providing educational opportunities for all, it should be possible for people to choose an alternative kind of education for their children, should they wish so, whether their reasons for this are ideological, political, educational, or religious.

By the end of the 1980s almost 17 per cent of all schools providing primary and lower secondary education were privately run. But as they are generally rather small, they cater for only about 10 per cent of the children.

III. SURVEY OF THE ADMINISTRATION OF THE EDUCATION SYSTEM

1. Distribution of Responsibility

Responsibility for the education sector in Denmark rests with the State, the counties, the municipalities (local authorities), and private individuals and institutions.

Schools providing primary and lower secondary education (*Folkeskoler*) are run by the local authorities. This, however, does not apply to the private schools.

The great majority of *Gymnasia* (upper secondary schools) and *HF*-courses (courses leading to the Higher Preparatory Examination) belong under the counties. Some are private. Only one *Gymnasium* is for historical reasons State-owned, and that is Sorø Akademi.

Child welfare teacher training colleges, pre-school and recreation centre teacher training colleges, engineering colleges, and most teacher training colleges are mainly private independent institutions.

The State subsidizes all county, municipal, and private schools and covers the operating costs of State-recognized engineering colleges and teacher training colleges. The State likewise covers most of the operational expenditure of technical and commercial schools.

The universities and other institutions of higher education are, for the main part, run by the State. Folk high schools, agricultural schools, continuation schools, and some home economics schools are private institutions, but they receive State-subsidies.

2. Main Features of the Administration

a) The Folketing (Parliament)

All the more important fields of education in Denmark are regulated by law. Generally, the *Folketing* is responsible for formulating the aims of the various types of education, but, apart from this, there is considerable variation in the degree to which the legislature regulates the individual types of education. The *Folketing* also has another important instrument of control in that it determines how public funds are to be distributed between the various types of education (the *Appropriation Act*).

b) The Ministry of Education and Research

Within the framework of the law, the main responsibility for education in Denmark lies with the Ministry of Education. (A diagram showing the organization of the Ministry is found on p. 15).

The Ministry consists of a number of departments and a directorate, viz.

1) The Department of Salaries and Personnel
2) The Department of International Relations, Economics and Statistics
3) The Department of Primary and Lower Secondary Education
4) The Department of Upper Secondary Education
5) The Department of Vocational Education and Training
6) The Department of Higher Education
7) The Department of Research
8) The Building Directorate.

Departments Nos. 3 to 6 are responsible for specific fields of education. Directorate No. 8 is responsible for the planning of the construction of buildings for educational purposes. Matters pertaining to salaries and conditions of employment of the staff in the educational institutions and in the Ministry

are the responsibility of department No. 1. Department No. 2 has special functions of a more general nature.

The Ministry controls and directs the education system in a number of ways:

- by issuing regulations in the form of ministerial orders, which stipulate the aims and the framework regulations for the educational system,
- by allocating public funds on an annual basis to the various types of educational institutions (within the framework fixed by legislation),
- by settling certain educational disputes,
- by issuing guidelines, directives, and recommendations (which are not binding), and
- by general supervision and other means, such as approving curricula in certain sectors of the system, appointing examiners and appointing, or approving the appointment of the permanent staff at educational institutions in certain sectors of the system.

c) County Councils

Each of the 14 counties has a publicly elected county council which is financially responsible for all educational activities in the county institutions: mainly *Gymnasia, HF*-courses, and single-subject examination courses for adults. The pedagogical supervision rests with the Ministry. In addition, the county councils have supervisory functions vis-à-vis the special education for adults and the education of adult immigrants.

d) Municipal Councils

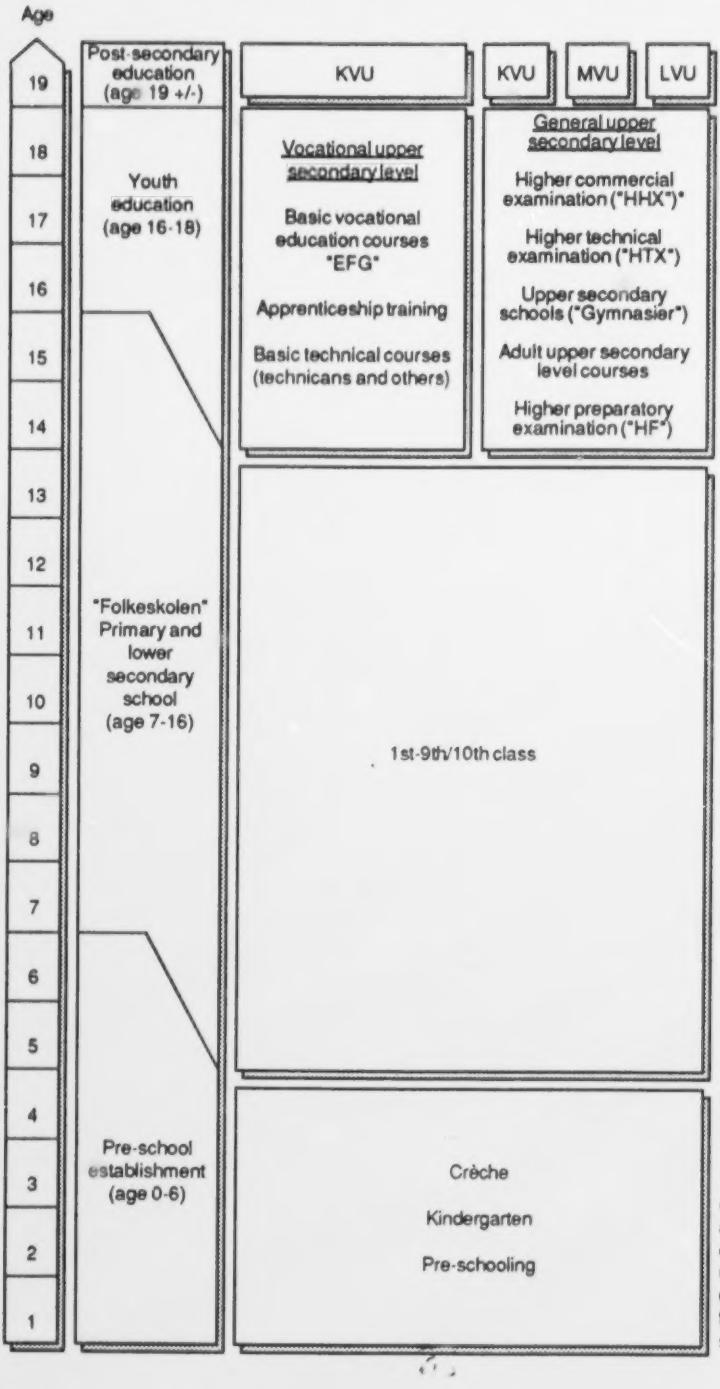
Control and administration of municipal schools rest with the municipal councils which are the publicly elected local authorities. Supervision of these schools is the responsibility of the school boards established at all schools.

e) Individual Educational Institutions

The management of the individual educational institution (*Folkeskole, Gymnasium,* teacher training college, university, etc.) is in the hands of one person, usually a civil servant, in cooperation with a governing body. Most private educational institutions have a board of governors which attends to the administrative and economic management of the institution, while the day-to-day management and responsibility for maintaining educational standards are generally assigned to a person appointed by the governing body.

A number of collegiate bodies are established at most institutions, which take part in the management to varying degrees.

Diagram of the Education System in Denmark



KVU = Short-cycle courses
LVU = Long-cycle courses
MVU = Medium-cycle courses

*The higher commercial examination is either taken after a two-year supplementary course following the vocational upper secondary level or after a one-year supplementary course following the general upper secondary level.

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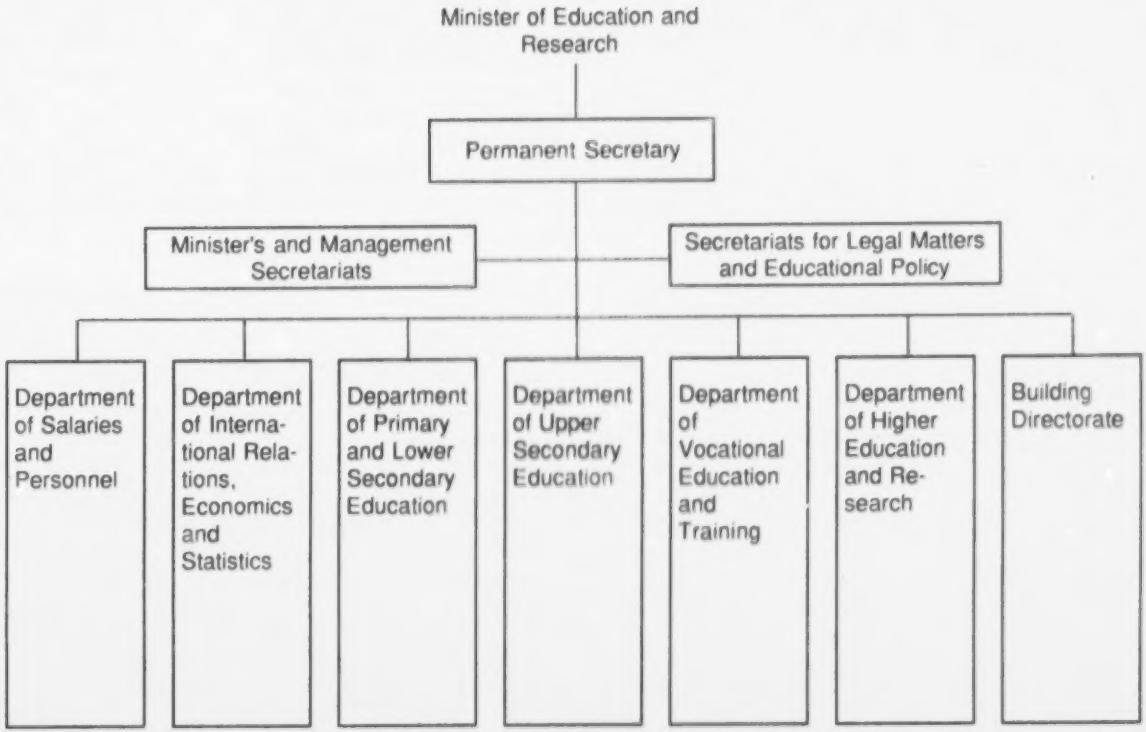
Organisation Diagram - Ministry of Education and Research


Minister of Education and Research
Permanent Secretary
Minister's and Management Secretariats
Secretariats for Legal Matters and Educational Policy
Department of Salaries and Personnel
Department of International Relations, Economics and Statistics
Department of Primary and Lower Secondary Education
Department of Upper Secondary Education
Department of Vocational Education and Training
Department of Higher Education and Research
Building Directorate

IV. PRESCHOOL EDUCATION

For children who are under seven years and therefore of preschool age, there are several educational possibilities:

- day nurseries for children between 0 and 3 years of age: *vuggestuer*
- kindergartens for children between 3 and 7 years of age: *børnehaver*
- integrated institutions for children between 0 and 14 years of age: *integrerede institutioner*
- preschool classes for children between 5 and 7 years of age (see below): *børnehaveklasser.*

In addition to the above institutions, children may also be looked after by registered child-minders.

The aim of the institutions is to supplement and support parents by offering young children care and a chance to participate in educational activities in an environment specially designed to meet their needs.

1. Preschool Classes

Children may enter the optional one-year preschool class in the year of their sixth birthday. A child may, however, be admitted to preschool class already in the year of its fifth birthday if it is considered able to follow the instruction.

Until 1980, the setting up of preschool classes was voluntary but, since the beginning of the school year 1980-81, all municipalities have been required to set up such classes.

In 1985, about 89 per cent of all children of this age attended pre-school classes.

The preschool year aims at preparing children for normal school routine. There is no actual teaching, but children get used to playing and cooperating with other children and thus

gradually become acclimatized to school. Preschool classes have three or four lessons a day, five days a week.

2. Administration

The administration of preschool institutions (with the exception of preschool classes) comes under the Ministry of Social Affairs. They are run by the municipalities or are independent or private institutions. They are State-subsidized, but parents pay part of the costs (up to 35 per cent). The administration of preschool classes comes under the Ministry of Education.

V. PRIMARY AND LOWER SECONDARY EDUCATION (THE FOLKESKOLE)

The latest reform of the *Folkeskole* was carried out in 1975. The aim of this reform was to create equal educational opportunities for all pupils, and the result was the introduction of nine years of comprehensive primary and lower secondary education, combined with a supplementary optional tenth year and an optional preschool class.

1. The General Aims of The Folkeskole Education

The Act on the *Folkeskole* states that the aim of the *Folkeskole* is - in cooperation with the parents - to give pupils a possibility of acquiring knowledge, skills, working methods, and ways of expressing themselves which will contribute to the all-round development of the individual pupil.

In all of its work, the *Folkeskole* must try to create possibilities of experience and self-expression which allow pupils to increase their desire to learn, expand their imagination, and develop their ability for making independent assessments, evaluations, and opinions.

The *Folkeskole* shall prepare pupils for taking an active interest in their environment and for participation in decision-making in a democratic society, and for sharing responsibility for the solution of common problems. Thus, teaching and the entire daily life in school must be based on intellectual freedom and democracy.

2. Organization of the Teaching

Education is compulsory for all children between 7 and 16 years of age. This education may take place in municipal schools, in private schools or through home tuition. Education at municipal schools is free, and these schools are attended by approximately 90 per cent of all Danish children.

Fees are charged at private schools. However, most of them receive State-subsidies amounting to up to 85 per cent of their approved running costs.

In 1989-90, the total number of schools providing primary and lower secondary education was 2,233, and the number of pupils attending them was 634,501.

In principle, the *Folkeskole* education is comprehensive, the pupils remaining together as a class throughout their entire school career. Two courses of different content but with the same number of lessons per week, i.e. the basic and the advanced course, are, however, offered in arithmetic/mathematics, English, and German in the 8th, 9th, and 10th forms and in physics/chemistry in the 9th and 10th forms. The final decision as to which course the pupil will attend in a particular subject is made by the parents after consultation with the pupil and the school.

Subject to the approval of the Ministry, schools may decide not to stream classes in the 8th and 9th forms - and an increasing number of schools are choosing non-streaming in all or some of the subjects. The spectrum of school subjects is very broad, and there is a wide range of optional subjects, especially in the last three forms. The curriculum includes a number of practical subjects to enable more practically-minded pupils to develop their interests and abilities (see pp. 20-22).

According to the Act, the curriculum includes:
I. Compulsory subjects:

1) Each school must offer instruction in those particular subjects.

2) Each school may offer instruction in a number of those subjects, which are compulsory for the pupils.

SUBJECTS TAUGHT IN THE FOLKESKOLE.

Category	1st form	2nd form	3rd form	4th form	5th form
1.Compulsory/ must	Danish Arithmetic/Math. Phys.Ed.& Sport Christian Studies Creative Art Music	Danish Arithmetic/Math. Phys.Ed.& Sport Christian Studies Creative Art Music	Danish Arithmetic/Math. Phys.Ed.& Sport Christian Studies Creative Art Music History Geography Biology	Danish Arithmetic/Math. Phys.Ed.& Sport Christian Studies Creative Art Music History Geography Biology Needlework	Danish Arithmetic/Math. Phys.Ed. & Sport Christian Studies Creative Art Music History Geography Biology Woodwork English
2.Compulsory/ may	Needlework Woodwork Home Economics	Needlework Woodwork Home Economics	Needlework Woodwork Home Economics	Woodwork Home Economics	Needlework Home Economics
3.Non-compul-sory/must					
4.Non-compul-sory/may					

Category	6th form	7th form	8th form	9th form	10th form
1.Compulsory/ must	Danish	Danish	Danish	Danish	
	Arithmetic/Math.	Arithmetic/Math.	Arithmetic/Math.	Arithmetic/Math.	
	Phys.Ed. &				
	Phys.Ed. & Sport	Phys.Ed.& Sport	Phys.Ed.& Sport	Phys.Ed.& Sport	
	Christian Studies		Christian Studies	Christian Studies	
	History	History	History	History	
	Geography	Geography			
	Biology	Biology	Contemp.Stud.	Contemp. Stud.	
	Home Economics	Physics/Chemistry	Phys./Chemistry	Phys./Chemistry	
	English	English	English	English	
2.Compulsory/ may	Creative Art	Creative Art			
	Music	Music			
	Needlework	Needlework			
	Woodwork	Woodwork			
		HomeEconomics			
3.Non–compul–sory/must					Danish
					Phys.Ed.& Sport
					Contemp. Stud.
					English
		German	German	German	German
					Arithmetic/Math.
					Latin
					Religious Stud.

Category	6th form	7th form	8th form	9th form	10th form
					Physics/Chemis.
					French
4.Non–compul–			Creative Art	Creative Art	Creative Art
sory/may			Music	Music	Music
			Geography	Geography	Geography
			Biology	Biology	Biology
			Needlework	Needlework	Needlework
			Woodwork	Woodwork	Woodwork
			Home Economics	Home Economics	Home Economics
					History
			Typing	Typing	Tying
			Photography	Photography	Photography
			Drama	Drama	Drama
			Film	Film	Film
			Motor Knowledge	Motor Knowledge	Motor Knowledge
			Vocational stud.	Vocational Stud.	Vocational Stud.

Other subjects chosen from a list compiled by the Ministry may be offered by the school.

II.Optional (non-compulsory) subjects:

3. Each school must offer instruction in these subjects.

4. Each school may offer instruction in the subjects.

One of the subjects introduced in 1975 was Vocational Studies (*arbejdskendskab*) which pupils may choose in the 8th, 9th, and 10th forms. This subject is defined as "the knowledge of the range of educational and vocational opportunities available and of the conditions prevailing in working life" and includes visits to and periods of work experience in firms and institutions. One of the main aims of this subject is to enable pupils to acquire knowledge and experience of working life and society in general.

Another new subject was Contemporary Studies (*samtidsorientering*) which aims at giving pupils insight into some of the essential local, national, and global problems of our time. This subject is compulsory in the 8th, 9th and 10th forms.

It is furthermore possible to arrange interdisciplinary teaching in certain classes.

In addition to the subjects mentioned on pp. 20-22, instruction must be given in the following topics:

- Road safety
- Sex education
- Norwegian and Swedish
- Non-Christian religions and important ideologies
- Health education including information on the most prevalent stimulants and intoxicants
- Educational and vocational guidance.
- Computer knowledge

Instruction in these topics is normally given in connection with the other subjects on the time-table and in the class discussion period.

Furthermore, classroom teaching may be temporarily discontinued for a number of lessons equivalent to a maximum of 10 school days per year in the 1st to 7th forms, 20 school days in the 8th form, and 30 school days in the 9th form, in order to enable the pupils to participate in school camps, outings, trips, periods of work experience, etc. There is no fixed limit to such time-out periods in the 10th form.

Religious education is part of the *Folkeskole* curriculum. However, in certain circumstances, pupils may be exempted from instruction in this subject.

Administratively, the school year begins on 1 August, but the actual teaching does not start until the second week of August. The year normally comprises 200 school days (there is no teaching on Saturdays and Sundays). The number of lessons per week for the youngest children must not exceed 20 and for the oldest 34. The number of pupils in a normal class must not exceed 28, and the average is 19.

3. Curriculum Planning and Teaching Methods

While it is the *Folketing* (Parliament) which sets the general aims of the *Folkeskole* and the Minister of Education who sets the objectives for the individual subjects, it is up to the local education authorities and the individual schools to decide how these aims and objectives are to be fulfilled.

Each school is required to work out an educational plan which, within the framework of the Act i.a. gives the number of lessons in each subject, their distribution on the time-table, and the content of the curriculum.

The educational plan must be approved by the municipal council.

In order to help local education authorities as well as individual teachers, the Ministry of Education issues guide-

lines to the curriculum and teaching guidelines for the individual subjects.

However, these are not binding and the subjects may be taught in other ways and with a different content, if desired, as long as the instruction complies with the regulations laid down by law.

The Ministry of Education can, however, permit innovative experiments.

Teachers in Denmark are free to choose whatever teaching methods they consider best, and consequently many different methods are used, depending on the attitude of the teacher, the location of the school and the traditions of the particular school. Besides the freedom to choose teaching methods - a practice much appreciated by teachers in Denmark - the *Folkeskole* applies a system which is both traditionally and uniquely Danish. That is the so-called "class teacher system". The class teacher, often the Danish teacher, has the social responsibility for the class as a whole and acts as a link between home and school. The class teacher deals with any educational and social problems arising in the class and is also responsible for the administrative affairs of the class. For this purpose, a weekly lesson - *klassens time* - is included in the timetable for free discussion. Here problems can be discussed, parties planned, and outings arranged. This lesson may also be used for instruction in such compulsory topics as road safety, sex education, health education, educational and vocational guidance, etc.

The Act on the *Folkeskole* opens up for less authoritative, class-oriented teaching and for more group and project work, and aims at closer connection with the society outside school. As soon as it is considered appropriate, it is suggested that pupils cooperate in the planning and organization of the teaching of the class. This applies not only to the topics to be studied, but also to the teaching methods and techniques used.

4. Examinations

The Act on the Folkeskole from 1975 introduced a new examination system which may be described as follows:

1) there is no overall examination; leaving examinations may be taken on a single-subject basis,

2) there are only two examination levels. In the large majority of examination subjects, there is in fact only one examination level,

3) it is the pupils themselves who decide whether they want to present themselves for an examination in a particular subject, and

4) there is no pass mark.

Pursuant to the Act, the Leaving Examination of the *Folkeskole* (LE) may be taken in 11 subjects, and the Minister is empowered to increase the range of examination subjects to include "other subjects of a practical nature". In certain subjects, the examination may be taken more than once, see table below; this enables a pupil to improve his/her examination results the subsequent year.

The Advanced Leaving Examination of the *Folkeskole* (ALE) may only be taken in 5 subjects and only at the end of the 10th form. However, in the subjects where both course levels are offered, only the pupils who have followed the advanced course may sit for this examination (with the exception of Danish).

5. Informing Parents about Their Child's Progress

Leaving examinations

SUBJECT/FORM	8th	9th	10th
Danish		LE	LE/ALE
Arithmetic/Mathematics		LE	LE/ALE advanced
English		LE	LE/ALE course
Physics/Chemistry		LE	LE/ALE
German		LE	LE/ALE
Latin			LE
French			LE
Creative Art	LE	LE	LE
Woodwork	LE	LE	LE
Home Economics	LE	LE	LE
Typing	LE	LE	LE

Under present law, marks are not given in the 1st to 7th forms, but schools are required to inform pupils and parents regularly - at least twice a year - of the pupils's progress.

In the 8th, 9th and 10th forms, marks are given in those subjects in which a leaving examination may be taken.

On leaving school, all pupils receive a leaving certificate indicating the subjects taken, the level, the latest marks for the year's work, and the examination results.

6. Leaving School

The period of compulsory education is over when a pupil has received nine years of instruction, i.e. normally after the 9th form of the *Folkeskole*, but at the latest on 31 July in the year of the pupil's 17th birthday.

In special cases, the school may, at the parents' request, permit partial or total completion of compulsory education by allowing a pupil to enter trainee service of work. However, such an arrangement may only be made after at least seven years of education. When a pupil leaves school in this

way, the school is required to offer advice and guidance regarding the opportunities of further education. If the occasion arises, the pupil may return to school. Pupils who leave the *Folkeskole* after the 7th form are entitled to a Leaving Certificate.

It is also possible to complete compulsory education after seven years of education by participating in full-time education at a municipal youth school or a continuation school.

On completion of compulsory education, various types of education are open to pupils e.g.:

1) General upper secondary education
   a) The *Gymnasium*
   b) The Higher Preparatory Examination (*HF*) courses

2) Vocational education and training
   a) Basic vocational education and training
   b) Technical and commercial examination courses
   c) Social and health education courses
   d) Other types of vocational education.

Even though there are many different possibilities of continuing education on completion of compulsory education, a considerable number - about 10 per cent of the school-leavers - leave the education system without any further education or training, and this is, at present, a great but decreasing problem in Danish education.

7. Health and Social Services

The municipalities arrange for medical and dental examinations at regular intervals for all children of school age. There is a district nurse affiliated to each school and at disposal at large schools every day.

Psychological and psychiatric treatment is available for children, and there are special arrangements for remedial teaching to help children with learning difficulties.

These services are carried out by the health, social, and educational authorities respectively, all working in close cooperation.

From 2 January, 1980, the care of handicapped persons, including educational facilities for mentally as well as physically handicapped children, was transferred from the State to the counties and municipalities.

At the same time, the whole sector of special education became the responsibility of the Ministry of Education.

The main intention of this decentralization was that the life of the handicapped should, as far as possible, be normalized, that they should be equal with other citizens and have the same opportunities. The education of handicapped children does for instance, where possible, take place in ordinary schools and is therefore administered by the same local education authorities, assisted by special advisers.

In addition to the ordinary classrooms, all schools have laboratories, a library, a gymnasium, and playing fields.

Many municipalities have established recreation centres near or in connection with schools, where children may play and be looked after until their parents return from work.

Foreign children, resident in Denmark for a period of six months or more, are subject to the same regulations regarding compulsory education as Danish children. They may enter reception classes where introductory teaching in the Danish language and other subjects is given until they know the Danish language well enough to be transferred to an ordinary class. In addition, they are offered 3 to 5 lessons a week in their mother tongue and native culture. These lessons are usually given outside normal school hours, and very often on Saturdays, as the number of pupils is often limited, and as these pupils often live far away from each other and the school.

8. Administration

The administration of the Danish primary and lower secondary education and the supervision of this administration is best described by referring to the formal rules and regulations and to the distribution of power.

In pursuance of these regulations, the following bodies are directly or indirectly involved in the administration of primary and lower secondary education in Denmark:

The *Folketing* (Parliament)
The Minister of Education

At municipal level:
The municipal council

At school level:
The school board
The headteacher

The following general rules apply to the composition of the administrative bodies:

Municipal councils:
(275 in all): normally up to 25 members.

School boards (1 for each school: approx. 1,750):
5 or 7 members elected by and from among the parents of pupils attending the school. The headteacher, 2 staff members and - with the exception of matters relating to individuals - 2 pupils, and, in some cases, 1 member of the municipal council, participate in the meetings of the school board without the right to vote.

Conclusion:

Broadly speaking, the *Folketing* and the Ministry of Education decide on the aims of the teaching and set the minimum standards of educational provision to be met by schools.

The municipal council, after consultation with the school boards, decides on the structure of the school system in its district (within the framework laid down by the central authorities). Each school board suggests a draft curriculum for its school. Finally, the municipal council decides on the educational provision of its schools' curriculum.

The school board has the power to submit recommendations and to make proposals to the municipal council in all matters relating to the school.

9. Private Schools

As mentioned earlier, nearly 17 per cent of all Danish schools are private and about 10 per cent of all Danish pupils attend these schools.

Private schools may be established by groups of parents who have special educational ideas or interests or who belong to any one of numerous groups, such as religious denominations or sects, political or philosophical movements, different nationalities, etc.

All private schools are entitled to receive State-subsidies covering up to 85 per cent of the operational expenditure, and loans on favorable terms may be granted for the setting up of new schools provided certain requirements are met. The teaching must for instance be of a standard comparable to that provided by the *Folkeskole*, and, depending on the size of the school, there must be a certain minimum number of pupils, e.g. a school with forms 1 to 7 must have at least 28 pupils.

Subject to the approval of the Ministry of Education a supervisor for each school is either elected by the parents or appointed by the municipality, and he/she will be responsible for ensuring that the standard of the teaching is comparable to that of the *Folkeskole*.

VI. EDUCATION AT UPPER SECONDARY LEVEL

Education at upper secondary level is divided into two main types: general upper secondary education, traditionally preparing students for higher education, and vocational education and training, qualifying students for work in trade and industry.

The education provided by the *Gymnasia* and apprenticeship training, which until recently were the two most common types of education at this level, have developed independently of each other - the one as a general type of upper secondary education and the other as a practical type of education.

Proposals for a greater coordination of these types of education as well as of the other types of education at this level, have been put forward several times and various experiments have been carried out, e.g. practical subjects have been introduced at some *Gymnasia* and more general subjects have been integrated into the different types of vocational education. A major innovation was the introduction of Basic Vocational Education (*EFG*) in 1977.

Admission to a *Gymnasium* is open to students who have been declared qualified for study at this level by their former school and who have followed certain subjects and passed the required *Folkeskole* leaving examinations.

The geographical distribution of *Gymnasia* is more extensive than that of vocational schools and, finally, the structure and content of general and vocational upper secondary education are so different that it is extremely difficult to transfer from one type of education or training to another.

One of the consequences of this has been that the number of young people deciding to continue their education at a *Gymnasium* has increased drastically during the 1970s, and

the result has been that there are not enough places on the courses of higher education for all these extra students.

Intake to apprenticeship training, basic vocational training, basic courses/examination courses, *Gymnasia*, courses leading to the upper secondary school leaving examination, and *HF*-courses

	1981/82	82/83	83/84	84/85	85/86	86/87
Vocational education and training:						
EFG	37,834	39,609	38,966	37,660	34,477	40,079
Apprenticeship	14,890	20,303	15,470	17,748	19,861	17,506
Basic courses/ examination course	4,712	4,878	5,017	4,723	3,810	3,320
Vocational education and training Total	57,436	64,790	59,453	60,131	58,148	60,905
General education:						
Gymnasia	24,461	23,248	20,856	20,183	20,037	21,132
Courses leading to the USSLE *)	1,126	1,103	1,053	944	932	711
HF	7,182	7,419	7,164	6,509	6,310	6,236
General education Total	32,769	31,770	29,073	27,636	27,279	28,079

*) Upper Secondary School Leaving Examination

1. General Upper Secondary Education

The two most common types of general upper secondary education are the three-year courses at the *Gymnasia* leading to the Upper Secondary School Leaving Examination (*Studentereksamen*) and the two-year courses leading to the Higher Preparatory Examination (*Højere Forberedelsesek-samen - HF*).

In addition, there is the possibility of taking the Higher Commercial Examination (*Højere Handelseksamen - HH*), the Higher Technical Examination (*Højere Teknisk Eksamen - HTX*), examinations comparable to the Upper Secondary School Leaving Examination but more vocationally oriented.

Besides these four types of upper secondary education, it is possible to attend two-year day or evening courses leading to the Upper Secondary School Leaving Examination (*Studenterkurser*) or to take all or part of the *HF*-examination on a single-subject basis at the socalled single-subject courses.

a. The *Gymnasium*

Danish *Gymnasia* provide education which is a qualification in itself as well as a preparation for higher education.

Students who have completed the 9th or 10th forms of the *Folkeskole* can be admitted to a *Gymnasium* on the basis of a statement issued by their earlier school to the effect that they are "qualified" or "perhaps qualified" for studies at this level. Depending on their choice of line, a further requirement is that pupils have passed the Leaving Examination of the *Folkeskole* in certain subjects with a satisfactory result and have followed at least the basic course in certain other subjects.

The *Gymnasium* is divided into two main lines: languages and mathematics. Instruction is provided in both compulsory subjects which are common to all students in the languages as well as the mathematics lines, and in optional

subjects which are taught at two different levels: advanced level and intermediate level. The students choose one subject after the lst year and 2-3 subjects after the 2nd year. All students must choose at least two elective subjects at advanced level. In the languages line at least one of the subjects at advanced level must be a foreign language; in the mathematics line at least one of the subjects at advanced level must be mathematics, physics, chemistry, biology, music or social studies.

i. Organization of the Teaching

The standard timetable for the different lines of the *Gymnasium* can be seen below. In addition to the subjects shown on the timetable, educational and vocational guidance must be given and special education must be provided for handicapped students.

Standard Timetable for the Gymnasium

Mathematics Line	Weekly Number of Lessons		
	1st form	2nd form	3rd form
Religious education			3
Classical Civilization			3
Danish	3	3	4
English	3	4	
Languages 2 x)	4	4	
History	3	3	3
Geography		3	
Biology	3		
Physics	3	3	
Chemistry	3		
Mathematics	5	5	
Music	3		
Figurative Art			2
Physical Education	2	2	2
Options		4-5	14-15
Total	32	31-32	31-32

x) Languages 2 = either languages at advanced level (German) or languages at beginner level (French, Spanish or Russian).

Languages Line	Weekly Number of Lessons		
	lst form	2nd form	3rd form
Religious education			3
Classical Civilization			3
Danish	3	3	4
English	4	4	
Languages, advanced level x)	4	4	
Languages, beginner level xx)	4	4	
Latin	3		
History	3	3	3
Geography		3	
Biology	3		
Natural Science (mathematics, physics, chemistry)	3	4	
Music	3		
Figurative Art			2
Physical Education	2	2	2
Options		4-5	14-15
Total	32	31-32	31-32

x) Languages, advanced level = German.
xx) Languages, beginner level = either French, Spanish or Russian.

Options at Intermediate Level
4 Weekly Lessons in 2nd or 3rd Forms of *Gymnasium*.
Both Lines:
Latin x)
Social Studies
Geography
Biology
Chemistry x)
Computer Science
Technology
Business Economics
Philosophy
Drama
Music
Physical Education
Figurative Art
Film and TV Knowledge

Languages Line only:
Mathematics
Physics.

x) Organized differently at the two lines.

Options at Advanced Level	Weekly Number of Lessons	
	2nd form	3rd form
Both Lines:		
Social Studies	5	5
Music	5	5
English x)		5
German		5
French		5
Spanish		5
Russian		5
Languages Line only:		
Latin	5	5
Greek	5	8 xx)
Mathematics Line only:		
Mathematics		5
Physics		5
Chemistry	4	5
Biology	5	5

x) Organized differently at the two lines.
xx) Including Classical Civilization.

The Ministry of Education is empowered to accept experimental and innovative teaching, e.g. introduction of new subjects and interdisciplinary teaching, as long as this does not jeopardize the students' possibilities of using their qualifications for further studies or diminish their rights in other connections. From August 1984, instruction in Computer Science was integrated in the instruction provided by the *Gymnasia* and courses leading to the Upper Secondary School Leaving Examination in all lines and branches.

The Ministry of Education sets the aims for the individual subjects and issues detailed regulations on the content of the subjects, their scope and inclusion in the various branches.

The actual planning and organization of the individual subjects are, however, as far as possible carried out by the teacher and the students jointly.

ii. Examinations and Marks

In order to successfully complete a course of study at a *Gymnasium,* students must sit for the Studentereksamen which is a State-controlled written and oral examination.

Students who have passed this examination are awarded a leaving certificate showing their marks for the year's work and their examination marks.

The certificate gives access to universities and other types of higher education, although admission to some faculties is only granted to students with a pass in a particular branch of study. All other students may be required to pass supplementary examinations in subjects relevant to their chosen field of study.

It is possible to supplement an Upper Secondary School Leaving Examination or an *HF*-examination in a number of tool subjects at supplementary examination courses at upper secondary level, placed in the university towns in order to bring it up to the level required for entrance to certain courses.

b. The Higher Preparatory Examination (*HF*)

This examination was introduced in 1967. As its name indicates, it is an examination and not a form of schooling as is the case with the *Folkeskole* and the *Gymnasium*. This means that anyone over the age of 18 has the right to sit for the examination, and, if he passes, he gains the right of admission to tertiary education.

Since most people are not able to pass an examination of this kind without tuition, two-year courses have been set up. These are run at *Gymnasia,* teacher training colleges, and elsewhere.

In addition to the two-year courses, which are full-time, there are also day and evening school courses which enable students to complete the whole examination over a period of 3 or 4 years on a single-subject basis.

The system has met with great success. In 1967, 500 students started at *HF*-courses. In 1988/89 11,896 full-time and 48,221 part-time students were enrolled. There are some 77 full-time two-year courses, and about 79 day or evening schools preparing students for taking the examination on a single-subject basis. The traditional *Gymnasia* courses are felt to be the natural preparation for tertiary education for the 16-year-olds, whereas HF-courses often cater for people who are somewhat older and who have worked in trade, commerce, or industry for some years. HF-courses have thus become a very important example of recurrent education in Denmark.

HF-courses are open to anyone considered sufficiently capable of studying at this level, a qualification which may be gained through vocational experience as well as through various forms of education and training. Most *HF*-students have passed the Leaving Examination of the Folkeskole or its equivalent.

The Ministry of Education sets the aims of the individual subjects, issues detailed curriculum regulations, and approves examination syllabuses.

The specific planning and organization of the teaching of the individual subjects is carried out in close cooperation between the teacher and the students. Guidance counsellors are appointed at all *HF*-courses. These counsellors advise each student on problems relating to social, economic and personal matters as well as problems connected with their study programmes. Such guidance also includes vocational and educational guidance which is given collectively as well as individually.

i. Organization of the Teaching (currently under reform)

The curriculum includes the following compulsory (common core) and optional subjects:

Common core:

Semester	1st	2nd	3rd	4th
Religious Education	0	0	3	3
Danish	3	3	4	4
English	4	3	4	4
German	3	3	0	0
History	3	3	3	3
Social Studies	2	2	0	0
Geography	3	2	0	0
Biology	3	2	0	0
Mathematics	5	5	0	0
Music or Art	2	2	0	0
Physical Education	2	2	0	0
Weekly number of lessons	30	27	14	14

Optional subjects

					Points
English	0	4	7	7	7
German	0	0	5	5	10
3rd foreign language *	0	3	4	4	11
Social Studies	0	0	3	3	6
Biology	0	0	4	4	8
Chemistry	0	0	5	5	10
Physics	0	3	6	5	14
Mathematics	0	0	6	6	12
Computer Science	0	0	4	4	8
Psychology	0	0	3	3	6
Music	0	0	4	4	8
Art	0	0	4	4	8
Physical Education	0	0	4	4	8

* 3rd foreign language is either French, Russian, Spanish or Italian

In order to pass the complete *HF*-examination, a student must have passed all the common core subjects and optional subjects giving at least 20 points.

ii. Examination and Marks

As already mentioned, *HF*-students have to sit for examinations in all the common core subjects as well as in whatever optional subjects they have chosen.

The purpose of the examination is to prove that the students have attained the knowledge outlined in the official aims and are able to use the knowledge and working methods they have been taught.

The examination is both written and oral and, as is the case with the *studentereksamen*, the Ministry of Education prepares the papers for the written examinations and the individual teacher sets the oral examination questions which, however, must be approved by the external examiners.

Students who have passed the *HF*-examination are awarded a certificate showing their examination marks.

No marks are given during the course, but the teacher must inform the students of their progress, if requested.

c. Administration of General Upper Secondary Education

Gymnasia and *HF*-courses are run by the counties, in Copenhagen and Frederiksberg by the municipalities, or by private initiators. Sorø Akademi is run by the State.

The Department of Upper Secondary Education of the Ministry of Education is responsible for the supervision of education, which includes the issuing of curriculum regulations and the approval of examination syllabuses.

The daily administration of the individual *Gymnasia*, including the institutions to which the *HF*-courses are affiliated, is in the hands of a headmaster, who is assisted by various governing bodies.

At each school, there is a school board. This consists of representatives of the county council, the municipal coun-

cils in the county, the parents, the students and the other staff employed at the school as well as representatives of other groups and organizations etc. as required. The headmaster is affiliated to the board in a non-voting capacity.

Among other things, the school board acts as a coordinator between school and home, it approves the timetable, and in a cooperation with the county council and the headmaster, it has the final say in the distribution of the school budget.

In addition to this body, all schools have a pedagogical council, consisting of the headmaster and all the teaching staff of the school. This council performs advisory functions vis-à-vis the headmaster.

Also a students' council must be appointed at all *Gymnasia* and *HF* courses, if the students so wish.

Private *Gymnasia* are all self-governing institutions run by a board of governors, which is responsible for the financial administration of the institution.

Furthermore the governors appoint the headmaster and approve appointments of staff.

2. Vocational Education and Training

Major changes in the structure of vocational education and training have been made in the late 1950s, in the 1960s and 1970s and, last but not least, at the end of the 1980s.

Until the mid-50s, by and large the only vocational education available was apprenticeship training, which took three to four years and was based on an apprenticeship contract between employer and apprentice. The apprentice learned his trade by participating in the day-to-day work supplemented by evening classes.

A commission was set up to consider the whole set of apprenticeship regulations. Its report formed the basis of the

revised Apprenticeship Act of 1956. According to this act, more influence was given to national trade committees composed of an equal number of representatives of employers' organizations and trade unions. Furthermore, the evening classes were replaced by day school attendance. The instruction was arranged so that it corresponded to the individual trades.

In the second half of the 1960s, however, the number of young people entering into apprenticeship training began to drop, and in 1967 it was decided to have a committee re-evaluate the apprenticeship system.

The committee submitted its report to the Ministry in 1971. It proposed a completely new type of vocational education and training programme, the socalled EFG-programme. To start with, a full year of day-school was foreseen with an introduction to a whole family of trades. The students were to be guided in their definitive choice of trade, and more general education was to be included.

In 1977, an act was passed about the introduction of this new type of education, but the Folketing did not decide to abandon apprenticeship training. Subsequently, there were thus two parallel systems in operation: apprenticeship training and basic vocational education (EFG)courses.

a. Apprenticeship Training

The Apprenticeship Act of 1956 prescribed that an apprenticeship contract should be set up between an independent employer and an apprentice.

A condition for entering into an apprenticeship was the completion of the 9 years of compulsory education. Some trades might, however, require further qualifications. The training period was fixed separately for each trade and ranged from two to four years. The training period included both a theoretical and a practical part at a technical or a commercial school as well as practical training at the place of

The following table illustrates the student intake in vocational education and training, 1967-1989:

Year	EFG basic year		EFG 2nd year		Apprenticeship		HTX	HHX	Basic technical	Computer Studies	
	commer-cial	techni-cal	commer-cial	techni-cal	commer-cial	techni-cal				EDP	Assistent
1967					9729	18462					
1968					12827	16686					
1969					11234	17830					
1970					10633	16286					
1971					9197	15485					
1972	255	823			6978	13960					
1973	802	1666			5487	11624					
1974	1037	2510			5538	9456			2249		
1975	2056	4384	1178	2940	8190	12826			2390		
1976	4154	4825	1478	3177	7786	12937			2508		
1977	7207	5742	2636	3221	7790	12652			3030		
1978	18956	6342	8463	3851	7803	12806		4078	2099		
1979	20448	7094	9237	3893	4769	14088		5942	2311		
1980	22663	10145	9809	5622	2857	12721		7648	2738		
1981	22919	11908	11182	6770	2220	10350		10095	2601		
1982	22494	15340	11112	6683	2422	10585	112	9823	2439		
1983	22788	16811	11126	7172	10911	2533	159	9229	2729		
1984	21793	17173	13311	8117	2792	11481	302	9257	3124		
1985	20988	16352	14575	9063	3836	12422	407	9393	3135		660
1986	20574	16903	14382	9414	4227	15512	568	9890	3286		657
1987	22402	17370	11828	7892	3914	12269	896	8860	3432		850
1988	23971	17471	10692	7016	2104	10925	1096	10289	4676		884
1989	23583	17958	9111	6938	2463	9242	1211	11635	4375		1103

work. The theoretical part consisted of between 700 and 1800 lessons.

In the fields of trade and industry, apprentices had to sit for a journeyman's test at the end of their period of apprenticeship or, if this had not been established, another test approved by the trade concerned.

No rules for journeyman's tests were established for apprentices in the clerical and commercial fields. At the end of the period of apprenticeship in these trades, the employer had to provide the apprentice with a certificate of completed apprenticeship.

b. Basic Vocational Education (Erhvervsfaglige Grunduddannelser - EFG)

The EFG-courses were introduced in 1977, and the admission requirement was the completion of the 9th form of the Folkeskole. The main principle was a 40-week basic introduction course at a technical or commercial school. The basic course (orientation course) was common to all specializations in a main vocational field, of which there were eight. In the basic course, about 40% of the lessons were spent on general subjects aiming at giving the student an understanding of society and economic life. The rest was an introduction to the general vocational field chosen by the student and to various optional subjects.

After the basic introductory year, the alternance training began, i.e. alternation between practical training in a business enterprise and theoretical instruction at a school (the dual system). In each main vocational field, a system of advisory bodies with equal representation from both employers and unions ensured that the needs of the specific trade were fulfilled.

In order to apply for admission to the second part of the EFG-course, students were to hold a certificate of comple-

tion of the basic year as well as an agreement with an employer in the chosen field about a practical training place.

There was a total of about 300 basic vocational training courses within the 8 main vocational fields. Subsequent specialization took place within each particular course.

During the second part (2-4 years of alternance training) of the EFG-course, the achievement of the student was subject to continuous assessment in connection with the daily instruction and sometimes in the form of special tests. On completion of the second part of the course, a certificate equivalent to a Journeyman's Certificate was awarded.

c. Other Types of Vocational Education and Training

In addition to apprenticeship training and EFG, there were also other types of vocational education and training courses.

Technical schools provided training courses for technical draughtsmen, technical assistants, laboratory workers, etc. (the socalled basic technical and commercial diploma courses - de grundlæggende tekniske uddannelser). Admission to these courses required the completion of the 9th form of the Folkeskole and of the basic year of a relevant EFG-course or a similar course of education.

The duration of these courses was 2 to 4 years of full-time studies, depending on previous education and practical experience.

The aim of these courses was to provide the students with theoretical as well as practical training, qualifying them for jobs as assistants in firms or institutions connected with the technical trades. These training courses normally started with 20 weeks of day school, followed by a 12-month period of trainee service in a firm. The training finally ended with 20 weeks of school attendance.

d. Reform of the Vocational Education and Training System as of 1991

In 1989 an agreement was reached between the Government and two of the opposition parties about a comprehensive reform to simplify the vocational education and training system.

The relevant act came into force on 1 January 1991 replacing the acts on apprenticeship training and on basic vocational education and training. Another act, *(Erhvervsskoleloven)*, came into force at the same time. The objectives were, among other things, the decentralization of decisions and greater freedom to be awarded to the individual schools and students.

The overall aim of the former act is to offer to students a vocational education and training programme, which provides them with professional skills, opportunities for personal development and abilities to continue training later in life, whereas the latter act provides the schools with greater independence and flexibility - in economic affairs as well as in the organization of training programmes - although the objectives remain the same for all schools.

The range of trades has been reduced from about 300 in the *EFG*- and apprenticeship systems to about 85 after the reform.

Students can choose between two ways of entering the dual system: they may begin with a full-time course at a school or with a practical training period in a business enterprise. The main structure remains a sandwich course, i.e. short periods at school alternating with training periods in a business enterprise.

Emphasis is put on the acquisition of both professional skills in the chosen field and broad vocational and general qualifications with a view to ensuring further personal and professional development through adult life.

A typical technical course will take 4 years, of which 80 weeks will normally be spent at school. In the commercial field, the courses typically last 3 years (46 weeks in school). The detailed structure of the courses is laid down by the trade committees.

For students who have a training agreement from the outset the schooling is considerably shorter, 60 weeks to 24 weeks at school respectively.

The practical part of the training course is considered just as important as the theoretical part at school. The idea of the sandwich structure is that practical training and theory shall mutually support and supplement each other.

The theoretical part consists of 4 groups of subjects. Basic subjects which provide general and vocational knowledge common to several courses; special subjects which build on the basic subjects; area subjects, which are characteristic of the specific main vocational field, and finally optional subjects which meet the interests of the student and comply with the needs of local businesses.

The contents of the courses are decided taking into account that these courses are youth training programmes, which are to further the personal development of the student. They are directed both at employment and at further education and training.

The courses must be organized so as to appear as a main route to short and medium-cycle further and higher education. The possibilities of further education - i.e. in the form of technicians' and engineering courses - must be clearly visible.

A considerable part of the reform consists in a decentralization of competence to the vocational (i.e. commercial and technical) schools. Within the financial and educational framework and targets set by the Government and the

advisory body at Government level, the schools have been given new and extended authority to decide on their own activities in a collaboration between the principal, the school board and the local business community and authorities. The schools need not ask for the Ministry's permission to start new courses. Students have free access to the basic course, and they can choose freely between schools offering the relevant courses.

In principle, vocational education and training for young people is Government financed. Schools are allocated block grants by the Ministry of Education, based on their level of activity - i.e. the number of students enrolled. As the schools are private foundations, they have the possibility of supplementing the public grants by private funding. Business enterprises may for instance place equipment and apparatus at the disposal of the local school.

The trade committees, which consist of representatives from both sides of industry (employers and employees) within the respective main vocational fields, from the different trades and the ministry, remain responsible for innovation and development of the vocational courses in the particular trades, both at central and at local level.

e. Administration of Vocational Education and Training

The Danish vocational school of today is an example of a highly developed, democratic and dynamic system of "checks and balances".

The schools are self-governing, which means that, on the one hand, they have a high degree of freedom from local political influence and that, on the other hand, all local parties relevant to the programmes/courses are represented in the board of the self-governing institution.

Based on a principle of equal participation, the interested parties: county, municipality, employer, employee, students and various groups of staff are all represented on the board

with a possibility of exerting influence on the daily management of the school and on the educational objectives as seen from a local point of view.

The central authorities, in this case primarily the Ministry of Education through the Department of Vocational Education and Training, define the overall educational policy with respect to the economic and professional/pedagogical framework.

The professional/pedagogical content of the various vocational programmes is defined and coordinated nationally by the Minister's counselling body, The Council for Vocational Education.

All these bodies are formed on the basis of the above mentioned principle of equal representation of the two sides of the labour market.

All in all it can be said that the structure of the Danish vocational education system facilitates a close contact between the various interested parties; it maintains, in particular, the vital "lifeline" between the school and the local industry.

f. The Basic Social and Health Training Programmes

The new basic social and health training programmes were introduced all over the country on 1 January 1991.

It is the aim of these courses to qualify staff in the welfare, care and nursing area for broad-based functions.

The new training system is structured in phases as a coordinated system with 3 qualification levels:

- a 1-year basic training programme for social and health service helps,
- a 1 1/2-year advanced training programme for social and health service assistants,

- the further education courses leading to qualifications in nursing, socio-educational work etc. In order to continue with a further education programme, the students must pass an entrance examination, for which the detailed regulations have not yet been established.

The basic social and health training programmes are sandwich-type courses where practical training alternates with theoretical education. The courses consist of 2/3 practical training and 1/3 theory and comprise long practical training periods within the work area in question and theoretical instruction at the schools.

g. Commercial and Technical Examination Courses

The commercial schools offer a 2-year course leading to the Higher Commercial Examination (*Højere Handelseksamen* - HHX) which is equivalent to the *Studentereksamen*, but is more vocationally oriented. Admission to this course requires the completion of the 9th form of the *Folkeskole* and the combined 1st and 2nd school periods of the vocational education and training course in the field of commerce, clerical trades, and public administration. Parallel with this, there is a 1-year course for students who have already passed the upper-secondary school leaving examination (*studentereksamen*).

The technical schools offer a 29-month or 35-month course leading to the Higher Technical Examination (*højere teknisk eksamen* - HTX). Admission to this course requires the completion of the 9th form of the *Folkeskole*. The introductory part consists either of a 2nd school period of a vocational education and training course or by the first parts of a vocational education and training course up to and including the 2nd school period. The introductory part is followed by the 2-year *HTX*-course.

Both the HHX and the HTX qualify for admission to higher education.

h. Further Technical and Commercial Education

These courses consist mainly of theoretical instruction at a school. A few courses are, however, combined with practical training. The courses last from one to three years.

These advanced courses are meant as a continuation of the vocational training programmes.

There are two distinct categories of courses:

1. The technical courses, which aim at occupations near middle management level or as advisers within planning and construction (e.g. building technician, machine technician, laboratory technician, and environmental technician).
2. The commercial courses which provide students with qualifications for various administrative and managerial tasks. These include planning and economic control, export, import, business management and others.

VII. HIGHER EDUCATION

1. Planning and Development

Higher education, with its close connection to research, is bound to change constantly in content and impact. In Denmark, as in many other countries, there has, however, been growing public concern for higher education. Students completing upper secondary education and pressing to get a higher education qualification have been increasing in number. The costs of higher education have increased, but the funds available for new appropriations are limited. Planning has become necessary.

During the past 25 years, a number of committees have analyzed the problems of higher education and made recommendations. Since 1974, more permanent administrative arrangements for planning and development have been established in the form of a Department of Higher Education and 5 national education councils. A national council for research policy and 6 research committees assisted by a permanent secretariat have been established to advise on research activities.

The Danish Conference of Rectors (*Rektorkollegiet*) is an informal body consisting of the heads of all institutions of higher education (the institutions which carry out research). It provides a forum for co-operation between universities and other institutions of higher education.

Legislation since 1970 has reorganized the administration of universities and specialized institutions of higher education. The students and the administrative/technical staff have been given influence in the administration of each institution through their representation on boards and committees together with professors and other teaching and research staff.

2. Admission to Institutions of Higher Education

The entrance examinations required for admission to institutions of higher education are

a) The Upper Secondary School Leaving Examina-tion,
or b) the Higher Preparatory Examination,
or c) the Higher Commercial Examination,
or d) the Higher Technical Examination,

Applicants with other qualifications may be admitted after an assessment of their qualifications.

The places available are divided into two quotas. For quota 1 the intake takes place according to a descending examination quotient for applicants with a Danish examination at upper-secondary level.

The places in quota 2 are allocated to applicants who fulfil the entrance requirements or have been granted exemption, and who are deemed qualified for admission after an individual assessment.

Applicants with a foreign qualifying examination are also accepted in quota 2.

Until 1977, admission was, with some exceptions, open to all courses of higher education. The intake to these courses, however, increased greatly from 1960 to 1977, and it was felt necessary to introduce a general regulation of admission.

3. Regulation of Admission

Due to limited capacity, there has, for a number of years, been regulation of admission (numerus clausus) to many educational courses. Admission to other types of education has been open, provided that applicants met the basic admission requirements.

For example: admission to the schools of dentistry and midwifery has been restricted for decades, while admission to the study of medicine was open.

An Act of 10 June 1976 authorized the Minister of Education to regulate admission to the courses of higher education under his Ministry. Similar arrangements were authorized for study programmes under two other ministers. The same year, admission to the study of medicine was regulated. The following year (1977), a general system of admission regulation was introduced, which affected the courses of long duration under the Ministry of Education and the Ministry of Cultural Affairs (architecture and librarianship). Criteria were defined for the selection of qualified applicants, if there should be more applicants than places available. Maximum numbers of entrants, i.e. quotas, are fixed for each area of admission.

When quotas are fixed, consideration is not only given to estimates of the future need for graduates, but also to the capacity of the institutions and the geographical distribution of applicants.

A co-ordinated procedure permits applicants to apply for admission to more than one institution or study programme and thereby increases their chances of getting a place.

Applications are screened to check whether applicants meet the admission requirements. Admission is granted to the institution/study programme of highest priority on the individual applicant's application form provided that a place is available. No applicant is given a place at more than one institution in the final allocation.

Study programmes of short duration are not included in this regulation system.

Admission to higher education 1984-1989.

	1984	1985	1986	1987	1988	1989
University studies						
Natural sciences	2485	2445	2499	2477	3066	2933
Social sciences	3370	3045	3070	3431	3498	3786
Humanities and theology	2660	2170	2071	2185	2401	2884
Medicine	650	540	540	558	561	590
Specialized studies at various colleges/univ.						
Technical University and engineering academies	1880	1880	1830	1801	1891	1882
Schools of architecture	285	285	285	289	280	285
Royal Danish School of Pharmacy, dental colleges and the Royal Veterinary and Agricultural Univ.	830	830	830	769	817	757
Business Schools	4500	4060	3965	4181	4159	4687
Other studies						
Engineering colleges	1925	2080	2355	2369	2507	3401
Colleges of education	1787	1537	1537	1585	1656	1719
Other types of education	6785	6453	6256	6269	6615	6680
TOTAL	27157	25325	25328	25914	27451	29604

4. The Institutions

a. Universities

For centuries, Copenhagen University was the only university in the country. It was established in 1479.

Aarhus University was established in 1928 and Odense University in 1964.

Roskilde University Centre was established by act of parliament in 1970 and began its functions in the autumn of 1972.

Aalborg University Centre was opened in the autumn of 1974.

Copenhagen University has 5 faculties:
- humanities
- natural sciences
- theology
- social sciences
- medicine

Aarhus University has 5 faculties:
- humanities
- natural sciences
- theology
- social sciences
- medicine

Odense University has 3 main functional areas:
- humanities and social sciences, business administration, economics, and modern languages
- natural sciences
- medicine and the study of physical education

Roskilde University Centre has 3 main functional areas:
- natural sciences
- humanities
- social sciences

When *Aalborg University Centre* was established, the following types of existing courses and institutions were incorporated in the centre:
- the School of Social Work, Aalborg
- the general course of business economics (the *H.A.* course)
- the specialized course of business economics (the *H.D.* course)
- the Aalborg branch of the Engineering Academy of Denmark
- the Aalborg Engineering College.

In addition, the land surveying course previously located at the Royal Veterinary and Agricultural University, Copenhagen, has been moved to Aalborg.

All universities and university centres come under the Ministry of Education.

b. Specialized institutions

The following specialized institutions come under *the Ministry of Education*:

- Denmark's Technical University, Lyngby (founded 1829)
- the Engineering Academy of Denmark, Lyngby (founded 1957) *)
- the Royal Dental College, Copenhagen (founded 1888)
- the Royal Dental College, Aarhus (founded 1958)
- the Royal Veterinary and Agricultural University, Copenhagen, (founded 1856)
- the Royal Danish School of Pharmacy, Copenhagen (founded 1892)
- the Copenhagen Business School (founded 1917)
- the Aarhus School of Business (founded 1939)
- The South Jutland Business School
- branches of business schools in Herning, Slagelse and Nykøbing Falster *)
- the Royal Danish School of Educational Studies, Copenhagen (founded 1856) and its branches *) in Esbjerg, Haderslev, Odense, Skive, Vordingborg, Aalborg, and Aarhus
- 60 colleges of education (training of teachers for primary and lower secondary education, for pre-school teachers, leisure-time teachers and youth leaders and home economics teachers) *)
- 8 Colleges of Engineering (*Teknika*) in Copenhagen, Aarhus, Odense, Helsingør, Haslev, Horsens, Esbjerg and Sønderborg *)
- Schools of Social Work in Copenhagen, Aarhus and Esbjerg
- The Graphic College of Denmark *)
- the School of Advanced Training of Social Pedagogues
- 11 State colleges of socio-educational training *)
- schools for training of nurses, dieticians, midwives, physiotherapists, occupational therapists, and other health personnel *).

*) These institutions do not carry out research, but make use of research results from other institutions of higher education.

Under the *Ministry of Cultural Affairs:*

- the Royal Academy of Fine Arts, Copenhagen (founded 1754) with its 3 independent schools:
  - the School of Architecture
  - the School of Visual Arts and Sculpture
  - the School for Conservators

- the School of Architecture, Aarhus (founded 1965)
- the Royal Danish Academy of Music, Copenhagen (founded 1867)
- the Jutland Academy of Music, Aarhus (founded 1927)
- the West Jutland Academy of Music, Esbjerg (founded 1946)
- the Funen Academy of Music, Odense (founded 1929)
- the North Jutland Academy of Music, Aalborg (founded 1929)
- the Royal School of Librarianship, Copenhagen (founded 1956) and its branch in Aalborg.

5. Administration of Higher Education

In June 1970, an act was passed on the administration of the universities. It was amended by act of 30 May 1973 so that it covers both the universities and the specialized institutions, but it does not apply to the institutions under the Ministry of Cultural Affairs. The act was amended again in 1976, 1980, 1981, 1987 and 1989 (the amendments were minor and did not introduce changes to the main elements of the system).

The Administration of the *Institutions of Higher Education Act* states that these institutions shall aim at carrying out research as well as at providing instruction of the highest

standard within the main fields of study entrusted in each institution by the Ministry of Education.

The Minister of Education lays down regulations for:

- admission to studies
- study programmes
- the award of doctorates and PhD degrees
- employment of teachers and research staff
- expulsion of students.

Every institution is administered by a rector in collaboration with a certain number of collegiate boards and committees. The precise rules are fixed in statutes, which must be authorized by the Minister of Education.

The rector represents the institution externally and is responsible for the daily supervision of the administration. It is his responsibility to see to it that matters are put before the relevant collegiate board or committee when decisions are to be made.

The vice-rector substitutes for the rector and assists him in his tasks.

The rector is also assisted by an administration, under a chief-administrator, who must be qualified in the field of administration.

Every university has a supreme governing body (*Konsistorium*), in addition to which there is a Council for Research and Studies for each main functional area within the institution. A main field of study may be subdivided into two or more groups of subjects, each governed by a council, which takes over part of the functions normally taken care of by the Council for Research and Studies.

The research activities within each field of study normally take place within the institutions themselves. Each institu-

tion has a committee, which decides on the distribution of the tasks within the institution.

A central staff/student committee is established for every main field of study. Such committees may also be set up for groups of subjects, individual subjects, lines or parts of subjects. The committees are responsible for the teaching and the examinations.

There are representatives of the teaching staff, the students and the technical/administrative staff on the collegiate boards and committees.

6. Study Programmes

In most cases, the study programmes resemble the study programmes of most other countries on the European continent. The periods of study are generally rather long. Most programmes take 5 or 6 years. It is howewer possible to complete a study programme with a Bachelor's degree at Danish universities.

7. Employment

Graduates of the institutions of further and higher education find employment in many different professions. They also move from the private to the public sector and vice versa.

VIII. TEACHER TRAINING

It is characteristic of initial teacher training in Denmark that the different kinds of teachers (pre-school, primary and lower secondary, as well as upper secondary education, home economics, etc.) are trained at different types of colleges.

1. Pre-school, Primary, and Lower Secondary School Teachers

The number of teacher training colleges for primary and lower secondary school teachers is being reduced at present, so that there will be 18 in number by the summer of 1992.

In 1991, there were 21 teacher training colleges for pre-school teachers and 15 colleges for socio-educational workers. However, a bill under preparation proposes a fundamental change resulting in one training course for both types of study.

The courses run at these colleges vary considerably in length, structure and admission requirements as well as in content, scope, and depth of their specialized subject matter. They have, however, that in common that they are all administered by the same department of the Ministry of Education, they all combine the specialized aspects of the courses with educational theory and practice, and they all provide the qualifications necessary for becoming a teacher.

a. Pre-school Teachers and Socio-educational Workers

In order to be admitted to the training colleges for pre-school teachers (kindergarten and recreation centre teachers) and socio-educational workers, applicants must be at least 18 years of age, have completed the nine years of compulsory education supplemented by an *HF*-single-subject examination in Danish and one other subject, and have had at least two years of vocational experience, or have a similar educational background. The course takes three years and includes 30-40 weeks of practical training. Students receive instruc-

tion in psychology and educational and social subjects, as well as in general, creative, and practical subjects.

b. Folkeskole Teachers

The training of Folkeskole teachers takes 4 years. The practical part of the training takes 12 weeks, but a reform of the teacher training programme proposes an extension of this period to 20 weeks. In order to be admitted to the teacher training colleges, applicants must have passed the Upper Secondary School Leaving Examination, the *HF*-examination, or have equivalent qualifications.

The curriculum comprises common core subjects, such as psychology, educational theory, social studies, teaching practice, Danish, arithmetic, religion, and two of the following subjects: Creative art/handicraft, singing/music and physical education.

In addition, students study two general school subjects at advanced level and specialize in an area of educational theory of their own choice.

2. Gymnasium and HF-Course Teachers

These teachers are normally university graduates who have taken a short (5 months) post-graduate course in educational theory and practice.

3. Teachers at Vocational Schools

In principle, these teachers have had a training similar in structure to the training of *Gymnasium* teachers, i.e. a period of specialized training and some professional experience form the basis of a course in educational theory and practice.

This type of training is offered at the State Institute for the Educational Training of Vocational Teachers (*Statens Erhvervspædagogiske Læreruddannelse (SEL)*).

There are a number of different in-service courses for teachers at the different types of vocational schools; there is,

for instance, a course for technical school teachers comprising about 400 lessons in educational theory plus a practice period of about 80 lessons, and a course for commercial school teachers which includes about 225 lessons in educational theory and a practice period of 80 lessons.

The courses are compulsory for teachers on the permanent staff at these schools and must be completed within the first 2 or 3 years of employment.

4. Teachers at Institutions of Higher Education

Teachers at these institutions are normally graduates from an institution of higher education. They are employed on the basis of their academic qualifications, and special emphasis is usually put on their research qualifications.

5. Teachers within Adult Education

Adult education has always been in the hands of teachers with various educational backgrounds. Most teachers carry out this work as seasonal or overtime work.

Two thirds of the education within this field is arranged by private promoters who often arrange to train their own teachers.

However, specialized subjects in adult education have been introduced at some teacher training colleges as an experiment, and the Royal Danish School of Educational Studies offers courses in adult education.

6. Further Teacher Training

Further training of *Folkeskole* teachers takes place at the Royal Danish School of Educational Studies which offers short and long refresher and further education courses, as well as degree courses.

Further education of one year's duration is offered for socio-educational workers (social pedagogues) at the School of

Advanced Training of Social Pedagogues, and the *SEL* offers a full range of specialized vocational courses as well as basic and advanced courses in educational theory and practice.

The existing further training of teachers of the *Gymnasium* and the *HF*-courses is structured in the following way:

- there is no institutionalized framework for this kind of activity.
- the courses are arranged by special committees set up by the teachers' special subject associations and the Ministry of Education. These committees have the administrative and professional responsibility for the planning and management of the courses.
- in-service training is normally arranged as 2-4 days' residential courses.

IX. VOLUNTARY YOUTH AND ADULT EDUCATION

In one way or another, all Danish voluntary youth and adult education has its roots in the concept of *"Folkeoplysning"*. The word and concept have their origin in the 19th century Danish religious and social movements. These movements were, to a large extent, inspired by the Danish philosopher, poet and educationist, N.F.S. Grundtvig, who coined the word *Folkeoplysning*.

In practical terms - and according to Danish tradition - the term covers all the activities taking place in evening schools for adults, in youth organisations, youth clubs, sports associations, grassroot work, folk high schools, continuation schools, etc.

Public financial support is granted to activities of *Folkeoplysning*, regardless of their ideological backgrounds.

Voluntary youth and adult education may be divided into four main groups in accordance with the relevant Acts:

1. Activities of Folkeoplysning

The Act on Folkeoplysning (1990) shall ensure public financial support to *Folkeoplysning*. The individual municipality is responsible for fixing the amount of its total support to this field. The Act maintains the traditional Danish rights in respect of *Folkeoplysning*, i.e. free initiative, free participation, free choice of topics, free choice of teachers, and free use of all public facilities (schools, etc.) when they are not directly occupied.

One of the most essential intentions of the act is the involvement of the users of the Act, as much as possible, in the planning, elaboration and organisation - and thus also in the decision-making with regard to the rules, which are to form the basis of *Folkeoplysning* at local level.

The municipal council shall set up a committee on *Folkeoplysning*, consisting of a majority of users and a minority of municipal council members. In cooperation with this committee, the municipal council shall lay down its overall policy on *Folkeoplysning* and fix an annual budget for its financial support to such activities.

In order to safeguard the fundamental rights of *Folkeoplysning*, the Act establishes a number of conditions with regard to the municipal rules. The rules shall cover the allocation of funds for teaching, for activities for children and youth and for facilities for these activities. In addition, there must be rules concerning the use of all free public facilities (schools, etc.).

The sum which the municipal council decides to allocate to *Folkeoplysning* is distributed on two main areas:

- Adult education associations and other local groups which are mainly engaged in providing teaching, study-circles and lectures for adults.

- Youth and sports associations, youth clubs, etc.

When allocations are made to the two main areas, the municipality must earmark a sum for innovation and development, which must account for at least 5 per cent of the total budgetary provision set aside for *Folkeoplysning*. Here, the municipality is called upon to ensure that also the new, the inexpert and the experimental work can obtain support.

a. Adult Education

Each year, approx. 1 mio. adults attend evening schools - distributed on approx. 85,000 classes with approx. 4 mio. lessons.

Approx. 3,000 local evening schools are responsible for this work, and 60 per cent of these schools are affiliated with the four large political adult education associations.

The total public grants for this local provision for adults amount to roughly D.kr. 500 mio. per annum, and the participants normally pay one third of the expenses themselves.

b. Youth and Sports Associations, Youth Clubs, Activity Groups etc.

Approx. two thirds of all children and young people take part in one or other form of organised leisure-time activity.

Approx. 300,000 children and young people are distributed on approx. 20,000 activity groups offering approx. 500,000 lessons per annum.

Additionally, there are 550 youth clubs with approx. 40,000 members.

There are four national sports associations with some 2 mio. members (of which roughly 60 per cent are under 25 years of age) - distributed on about 15,000 local branches.

There are approx. 75 ideological national associations for children and young people with approx. 300,000 members, distributed on approx. 10,000 local branches. A large part of the children and young people may be members of several associations - according to their field of interest.

The total public financial support for this local work amounts to approx. D.kr. 800 mio. to which should be added approx. D.kr. 1 bio. for equipment and for the operation of public facilities - primarily sports facilities.

The total municipal expenditure for this provision is estimated at approx. 3 per cent of the annual budgets of the municipalities.

2. Voluntary, Municipal Youth Schools, Production Schools and Day Folk High Schools

a. The Voluntary, Municipal Youth Schools

The objective of these schools is to offer to young people between 14 and 18 years a kind of training programme that enhances their knowledge and skills, prepares them for working life and life in society, and gives them pleasure in their everyday life.

This principle - general education in alternative forms - is based on the ideas of N.F.S. Grundtvig who believed that every citizen has a right to participate in and exert influence on social and cultural life.

From a modest start in 1942, the number of schools has grown to the present 350, with more than 200,000 students, accounting for nearly 60 per cent of an age group.

The first youth schools offered education and training to unskilled young people, in order to increase their chances of employment and their integration into society. The youth school still has that obligation towards the so-called "residual group". To fulfil the obligation, the schools offer alternative training courses to unemployed youths (16 to 25). However, the majority of the pupils are those who join the schools in their leisure time. They attend courses supplementing their schooling, or courses that give them a chance to pursue their hobbies.

The youth clubs also offer a wide range of leisure-time activities.

The youth school is a very flexible school form. There are no formal demands on the qualifications of the teachers. Anybody with the necessary skills and educational qualifications may teach at the youth schools.

b. Production Schools

Production schools are based on a system far from that of the *Folkeskole*. Their target group is young unemployed people who have not been able to finish a qualifying training course, and whose motivation for re-entering the educational system is very limited or even non-existant.

For most of the people in this group a blockage against learning arose during the early years of primary school - therefore the training courses at the production schools are based on practical work/production. The aim is to give the participants a chance to prove to themselves and to their surroundings that they can produce useful products, thus building up their self-confidence. To create a sense of coherence, the participants go through the whole working process, from preparation of the raw materials to delivery of the product to the customer; and in order to build up a motivation for learning, relevant education is integrated into the production process.

It is important that every school should offer a range of options, in order to respond to the various demands and skills of the young participants. Examples of production fields are: Metal and wood workshops, fishfarming, sewing and weaving workshops, vegetable and animal production, gardening and forestry, bee keeping, and fruit growing.

Also traditional subjects are taught at some of the production schools, e.g. Danish, arithmetic, languages - all adjusted to the educational background and needs of each individual participant.

At the schools, the participants earn a proper salary, and it is possible to maintain social benefits in addition to the salary.

The production schools are private foundations established by the municipalities or counties, and financially supported by the municipalities and by the Ministry of Cultural

Affairs. A certain amount of money is granted for the municipalities to carry out an efficient youth unemployment policy. Between 1978 and 1990, 65 production schools were established, and a total number of 3,000 young people participated in the training programmes during that period.

The schools are open for entry throughout the year, and the participants may leave the school whenever they are ready to enter the jobmarket to seek new opportunities.

c. Non-Residential Folk High Schools

Non-residential folk high school is an innovation within general and adult education in Denmark. As the name indicates, it is a day school, and it is built on the same principles as the Danish folk high school. The training programmes offered comprise art subjects, literature, social subjects, etc. - courses and activities with a general educational content. Courses with a vocational content are not included in the programmes.

The first non-residential folk high school was founded in the late 1970s, and today there are around 100, located all over Denmark. One of the strengths of these schools is that they are placed in the small communities, with a view to encouraging the local population to participate in the training programmes during the daytime.

The form and content of the courses offered afford the possibility, also for people with disadvantaged social and educational backgrounds - including the unemployed - to participate in the courses. The schools have managed successfully to create effective educational and social environments for this particular group: After having finished the courses at a non-residential folk high school (duration: typically three months), one third of the participants will return to the labour market. Another third proves motivated to become active citizens, getting involved in the work of grassroot movements, political parties, clubs, associations,

etc. The non-residential folk high schools have particularly attracted the interest of unemployed women who account for approx. 80 per cent of the participants.

d. Administration

Voluntary municipal youth schools shall be established in every municipality, and participation is free of charge. The municipality shall bear the costs. Production schools may be established by municipalities or counties, the non-residential folk high schools by local groups or citizens, local adult associations, etc. The schools are State subsidized, but normally the municipalities (or counties) cover approx. two thirds of the costs.

3. Folk High Schools, Agricultural Schools, Home Economics Schools, and Continuation Schools

a. Folk High Schools

For many years, folk high schools were attended almost exclusively by young people from rural areas. This situation has changed lately, one reason being that the populations in these areas are diminishing. Another reason is the growing trend, nowadays, for young people also from urban areas to apply for these courses.

Folk high schools are completely free to draw up their own curricula, and the sole condition for obtaining State recognition is that the education provided must be of a general, all-round nature.

There are no entrance or leaving examinations and no leaving certificates. The most common subjects are Danish (particularly Danish literature), history, social studies, foreign affairs, foreign languages, psychology, and musical appreciation. Practical work plays a growing part in the courses.

Several folk high schools have specialised in physical education and sport, in close connection with voluntary youth

movements. In recent years, schools have been set up, which cater for pensioners in particular. There are about 100 of these schools, which are residential and offer courses, the duration of which is from one week to ten months.

Most folk high schools accept students from the age of 17 1/2 years. However, some schools accept only older students, and a few youth high schools (*"ungdomshøjskoler"*) accept only students between 17 and 19 years of age.

The number of students per annum attending folk high school courses for five weeks or more is about 13,000, while the number of participants in the short courses is about 44,000.

b. Agricultural Schools

Agricultural schools are another example of private independent boarding schools, specialising in one field of education.

The reason for placing the agricultural schools under the heading of "Youth and Adult Education" is the historical development of these schools. They originated in the "free school movement" which was inspired by the ideas of Grundtvig, and their courses were considered as a supplement to the ordinary folk high school courses for young people from rural districts.

Until a few years ago, these schools were the only ones offering training in this field, but it is now possible to attend a vocational education and training course in horticulture and forestry, and courses are also set up for the training of salaried workers and employees in the field of agriculture. However, it is still more common for students of agriculture to be trained at the agricultural schools.

The schools offer instruction in agricultural subjects as well as in some general subjects. Most of these subjects form part of a curriculum known as the "green curriculum", elabo-

rated by the agricultural organisations, the agricultural schools, and the Ministry of Education in order to ensure an adequate education for young farmers. Successful completion of this curriculum is a prerequisite for receiving financial support from the State for the purchase and establishment of a farm.

Two horticultural schools are included in the group of agricultural schools.

c. Home Economics Schools

Home economics schools are boarding schools for young people over 16 years. They are similar to continuation schools, but they offer theoretical and practical instruction in the field of home economics, in addition to instruction in general subjects.

However, the instruction at these schools differs somewhat from one school to another. Some schools specialise in health and nutrition, others in needlework, while others offer a course which forms part of a vocational education and training programme, aimed at the food industries, and which prepares the students for work as assistants and supervisors in industrial kitchens.

d. Continuation Schools ("Efterskoler")

Continuation schools mainly cater for the age group between 14 and 18 years. They are residential schools, for young people who want to improve the knowledge they have acquired in the *Folkeskole*, at an age when they are still too young to enter the folk high schools. These schools constitute an alternative to the 8th, 9th and 10th forms of the *Folkeskole*, offering instruction based on certain principles (pedagogical, religious or ideological); they are chosen by many pupils who do not feel at ease in the mainstream school system.

The instruction offered at the continuation schools corresponds to that of the *Folkeskole*, and most of the schools offer

the leaving examinations of the *Folkeskole*. In addition, alternative recreational activities are offered in the pupils' spare time, and much emphasis at the schools is placed on the social aspect.

Continuation schools belong to the group of so-called "free schools". At most of the schools, the curricula are based on certain political, religious or pedagogical ideas.

A number of continuation schools place much emphasis on practical work. Students spend about half of their time on theoretical studies and the other half on practical work, such as creative art, gardening, kitchen work, operation of a printing press, recycling of waste products, etc.

In 1989/90, about 16,000 students attended continuation schools - and the popularity of these schools is clearly increasing. One of the reasons for this is that many young people feel a need for a change of environment after an unbroken period of eight or nine years in the *Folkeskole*.

e. Administration

Anyone, who so wishes, can take the initiative to establish a private boarding school; and, subject to certain conditions, the school may be approved by the Ministry of Cultural Affairs. This approval is a prerequisite for receiving State grants, which cover a major part of the operational expenditure connected with educational activities, as well as loans on favourable terms, which cover the initial expenditure.

These rules apply to continuation schools, home economics schools, agricultural schools as well as to folk high schools.

Tuition at these schools is not entirely free of charge. A minimum fee is fixed annually by the Ministry of Cultural Affairs. This fee is used as a basis, when fixing the amount of State educational support to be offered to students attending these schools. It is possible to obtain both State

and municipal support, depending on the incomes of parents or students.

4. General Qualifying Education for Adults - the AVU Programme

The AVU programme is a single-subject programme for adults in general subjects.

The instruction takes place at regional adult education centres - VUCs - about 80 in number, located throughout the country.

The organization of the curricula reflects a high degree of flexibility, affording shorter or longer sequences of instruction at various levels. Such organization is designed to meet the demands of the individual, the community and society.

Teaching methods, materials etc. are adapted to the situation of the participating adults, and the courses are organised so as to take account of their daily obligations. The instruction offered is based on the conditions, experience and qualifications of the participants.

When finishing a subject at any level or sequence, the student is entitled to sit for an examination, which qualifies for continued education and training or which improves the student's job prospects.

At the end of the AVU programmes, the students sit for an examination which is at level with the Advanced Leaving Examination of the *Folkeskole*.

At all VUC centres, there are workshop facilities for self-directed teaching and preparation, as well as teachers offering guidance etc.

The AVU programmes are open to all above the age of 18 and are funded by the counties; tuition is free, but a registration fee of D.kr. 200.- is charged.

Instruction is available in the day time as well as in the evening.

AVU courses offer a number of core subjects, optional subjects and locally organised subjects.

The core subjects are available at all centres, whereas the optional ones may vary from one centre to another.

Core subjects:	*Optional subjects:*
Danish	Danish as a foreign language
English	Philosophy
German	Psychology
French	History
Mathematics	Informatics/EDP
Science	Latin
Social studies	Typing/Word Processing
	Media

The locally organised subjects may be:
Music
Arts
Community development
Local history
Etc.

5. Open Education

The Act on Open Education came into force in January 1990. The aim of this act is to give adults opportunities of further education in the form of vocationally-oriented qualifying part-time education courses and single-subject courses, so that the participants obtain a lift in terms of qualifications of importance for their present or future employment.

At the educational institutions under the Ministry of Education, open education is offered in the field of vocational education (commercial and technical colleges etc.) and in the field of higher education (universities and university centres, business schools, engineering colleges etc.)

In principle, all parts of approved vocationally-oriented courses which are completed by an examination are offered

as open education. Parts which have been passed give competence as is the case with the corresponding full-time or part-time courses and can be combined to become a whole.

For the academic year 1990/91, the Minister of Education has endorsed that approx. 45 full-time or part-time courses can, in accordance with more detailed stipulations laid down by the institutions, be offered as open education with state subsidies.

In order to be admitted, the participants must usually meet the general requirements with regard to previous education or qualifications which apply to the ordinary students of the educational institutions. To a very great extent, special allowances should be made for real qualifications acquired by the applicants in working life or in any other way.

It is no reqirement that the participants have to have reached a certain age in order to be admitted.

The teaching must be organized in such a way that it can be followed outside working hours by persons in full-time employment and that unemployed persons can use the scheme without losing their right to unemployment benefits.

Participation in open education activities does not entitle students to receive State educational support.

The State awards a grant to approved open education courses in order to reduce the user payment. For the moment, this grant covers approx. 80 per cent of the standard operational expenditure. The user payment shall on an average cover the remaining approx. 20 per cent of the expenses. On this basis, the institutions decide on the size of the user payment at the individual parts/courses of education.

In addition, the institutions can freely offer their full-time or part-time courses against full user payment. In that case, the course is qualifying in the same way as the approved courses under the open education scheme.

6. Continuing Training

The aim of the Act on Further Training is through the allocation of State grants to promote the development of vocationally-oriented continuing training with a view to reorganization and innovation in export and import firms in particular through

- the application of new technologies
- the inclusion of new market opportunities
- improvement of productivity and quality.

It is of decisive importance for the contents and relevance of the activities that they originate in the current or predictable needs of the firms. The firms must therefore, as far as possible, be included in the planning, financing and implementation of the activities.

State grants may primarily be obtained for:

- Innovation and development work with a view to establishing vocationally-oriented continuing training courses with an innovative effect

- Applicants may be educational institutions, other public institutions as well as private course organizers. Applications which involve the participation of firms are given a high priority by the Ministry.

- The reduction of user payment through the implementation of courses developed with grants according to the act or other courses meeting the same objective.

The courses are run at educational institutions under the Ministry of Education. Two or more institutions may cooperate. Local trade and labour market organizations as

well as local firms are involved in the planning of the offer of courses.

The courses are organized for the group of persons between skilled workers and university graduates as well as for self-employed persons, associate spouses and entrepreneurs. In principle it is the firms or the participants themselves who pay for course participation. The State does, however, award a grant per lesson per participant, which for the time being amounts to 20 DKr. for participants registered by firms and 45 DKr. for others, incl. unemployed participants.

The activities are planned and implemented locally. The courses do not confer any national qualifications.

In order to support the assessment of the applications and in order to ensure that general professional, labour market and educational policy points of view are complied with, the Minister of Education has set up an continuing training council and an expert group with a broad representation from the labour market and the education sector.

7. Training of semi-skilled workers and supplementary training for skilled workers

This training is undertaken in 40-50 industrial areas and trades. The content of such training is decided by central industrial committees formed by the labour market organizations. The training alternates between theory and practice in business-like circumstances. Courses normally last 1 to 4 weeks and take place in the daytime. The location is technical schools, commercial schools and schools for semi-skilled workers. The training is free for the participants, and compensation is granted for lost wages, equivalent to unemployment benefits, with a possible supplement of up to 25 per cent.

Participation in Youth and Adult Education and Leisure-time Education 1984/85

Labour market courses	
Courses for semi-skilled workers	92,086
Retraining of skilled workers	62,475
Retraining for redeployment	295
Special training for young people preparing for a vocation	15,335
Leisure-time education preparing for an examination	
9th/10th form levels and higher prep. courses, single subjects	153,843
Other leisure-time education	
General leisure-time education	798,139
Special education	94,047
Vocational courses	5,327
Voluntary youth & sports assn.s approx.	1,500,000

The figures indicate the total number af places on the various courses over a 12-month period. In certain cases, these figures will considerably exceed the number of participants, as one person may follow several courses at a time.

Source: Danmarks Statistik.

X. THE MARKING SYSTEM (the 13-Point-system)

1. The Use of the Marking System in Primary and Secondary Education

Marks given according to the 13-point-system are divided into 3 main groups: excellent, average, and hesitant (0 lies below these and is very rarely given).

13 is given for the exceptionally independent and excellent performance
11 is given for the independent and excellent performance
10 is given for the excellent but not particularly independent performance
9 is given for the good performance, a little above average
8 is given for the average performance
7 is given for the mediocre performance, slightly below average
6 is given for the somewhat hesitant but more or less satisfactory performance
5 is given for the hesitant and not satisfactory performance
03 is given for the very hesitant, very inadequate, and unsatisfactory performance
00 is given for the completely unacceptable performance.

The Leaving Examinations of the *Folkeskole* (*Folkeskolens afgangsprøve* and *Folkeskolens udvidede afgangsprøve*) are taken on a single-subject basis and are voluntary for the individual pupil. There is no pass mark.

In order to pass the Upper Secondary School Leaving Examination (*Studentereksamen*), the student must have a minimum average of 6.0 both in the year's work and in the examination.

The 13-system is intended to ensure uniformity in the assessment of achievement at the institutions where it is in

use. Generally, marks given in the *Folkeskole* and second-cycle education represent a pupil's achievement seen in relation to that of the peer group.

The Use of the Marking System in Higher Education

13 11 10	very good
9 8 7	good
6	
5 3 0	less satisfactory

At institutions of higher education, either an average mark of 6 or, in some cases, a mark of at least 6 in each subject is required for passing. Marks given at these institutions represent a student's achievement in relation to the standards set by the institution concerned.

Further information about the requirements of any particular institution may be obtained from the institution itself.

XI. STUDENT GRANTS AND LOANS

The State educational support system is administered by the State Education Grant and Loan Scheme Authority which is an agency under the Ministry of Education. The individual educational institutions assist the agency in connection with the allocation of support to students. The educational institution may set up an educational support committee to carry out this task in which both teachers and students may be represented.

The educational support period runs from 1 August to 31 July, and the support is granted upon application. There is a special application form which can be obtained from and must be submitted to the educational institution where the applicant is enrolled.

State educational support is granted in the form of

- a grant and
- a study loan.

The maximum amount which may be granted to a student is the following:

Students living away from home:

	Per Month (DKK)
Grant	3,198
Study loan	1,439
	4,637

Students living with their parents:

Grant	1,826
Study loan	1,439
	3,265

The allocation of grants and study loans furthermore depends on the financial circumstances of the student. Before the student's 19th birthday, the allocation of grants and

study loans is also dependent on the income of his/her parents.

Students paying fees in connection with their studies may in very rare cases obtain support to cover such fees.

a. Conditions for Obtaining State Educational Support
The student must be enrolled at a full-time non-salaried State recognized youth or further or higher education course of at least 3 months' duration.

b. Duration of State Educational Support
Students are allocated a number of "punches" (as on train and bus ticket cards at reduced prices) corresponding to the stipulated time of study of the course of education in question. For each punch the student receives support for one month.

For students enrolled in higher education courses, punches used in youth education courses are not included.

Students in higher education courses may choose to save up punches for 4 months a year, i.e. they do not receive support during those months.

Students enrolled at a higher education course of more than 4 years' duration may spend saved up punches in order to double up the support for the last 12 months of the course.

The punchcard system aims at improving the students' ability to arrange their own individual course of study. The division into monthly punches makes it possible for the students to make personal decisions as to when they want to use the support. If students know that they will not be active for a period of time or if they wish to follow only a certain number of courses, they can save their support for later use.

XII. IMPORTANT EDUCATIONAL BODIES WITH SPECIAL TASKS

The National Library of Education (Danmarks Pædagogiske Bibliotek)
This is the main library for works on educational theory, school affairs, educational psychology, and the psychology of children and young people. It belongs under the Department of Primary and Lower Secondary Education and is administered by a head librarian.

The Danish Institute for Educational Research (Danmarks Pædagogiske Institut)
This institute carries out educational research and development and acts as an information service on educational matters.

The Royal Danish School of Educational Studies (Danmarks Lærerhøjskole)
This school is responsible for providing further education for Folkeskole teachers and others with similar professional backgrounds as well as for developing and utilizing the findings of educational research.

XIII. STATISTICS

1. Total Number of Educational Institutions 1987:

Primary and lower secondary education, etc. 1)	*Number*
Primary and lower secondary schools 2)	2,392
Upper secondary education, etc.	
Upper secondary schools (Gymnasia)	145
Courses leading to the upper secondary school leaving examination (Studenterkurser)	9
Higher preparatory courses (HF-kurser)	81
Post-compulsory education and leisure-time education	
Continuation schools	129
Home economics schools	27
Folk high schools and youth high schools	109
Agricultural schools	32
Second-chance schools	82
Vocational education and training:	
Technical schools	58
Commercial schools	80
Schools for marine engineering	18
Teacher training colleges:	
Teacher training colleges (for teachers for primary and lower secondary schools)	31
Colleges for the training of teachers for kindergartens and recreation centres	26
Colleges for the training of teachers of home economics	2
Colleges for the training of handicraft teachers	7

Notes

1) Including private free schools and schools for the handicapped.

2) Excluding upper secondary schools and courses leading to the upper secondary school leaving examination with departments of primary and lower secondary education.

Degree courses in engineering:	
Technical University	1
Engineering Academy and its Aalborg branch	2
Teknika (colleges of engineering)	8
Universities and university centres:	
Universities	3
University centres	2
Other courses of tertiary education:	
The Royal Danish Veterinary and Agricultural University	1
Dental colleges	2
Royal Danish School of Pharmacy	1
Business schools	11
Schools of architecture	2
Academies of music	5
The Royal Danish School of Librarianship and its Aalborg branch	2
The Royal Danish School of Educational Studies	1
The Danish State Institute of Physical Education	1
Schools of social work	5
The Danish School of Journalism	1
Schools of physiotherapy	9
Schools of midwifery education.	2

2. Courses of Education and Employment 1988/89

	Unemployment		
	Number	Rate	
	1989	1988	1989
Technical Sciences:			
Architects	791	11.3	13.2
Chartered surveyors	46	4.3	5.3
M.Sc., engineering	497	2.9	3.1
B.Sc. (graduates from engineering academies)	309	3.7	4.1
B.Sc. (graduates from engineering colleges	1,160	3.5	4.0
Natural Sciences:			
Graduates			
in biology (cand.scient.)	233	9.1	8.4
in biochemistry (cand.scient.)	25	3.9	5.0
in computer science - -	24	2.7	3.5
in physics (cand.scient.)	18	2.2	1.3
in geography (cand.scient.)	88	8.8	10.5
in geology (cand.scient.)	48	7.0	8.0
in chemistry (cand.scient.)	10	3.0	1.3
in physical education (cand.scient.)	16	7.3	4.5
in mathematics (cand.scient.)	17	1.5	1.3
in agriculture (cand.agro.)	127	2.9	4.0
in statistics & actuarial sciences (cand. act.)	0	0.0	0.0
in food science (cand.brom.)	23	4.7	8.4
in forestry (cand. sylv.)	15	2.3	3.1
in horticulture (cand.hort.)	52	6.3	7.1
in mathematics/economics	0	0.0	0.0
in dairy science (cand.lact.)	13	3.2	2.8
Social Sciences:			
Graduates			
in business economics (*HA* & cand.merc.)	608	3.1	4.6
in law (cand.jur.)	426	2.6	3.3
in social studies	84	9.4	7.0
in political science (cand scient.pol.)	75	5.0	7.9
in psychology (cand. psych.)	424	15.2	14.3
Social workers	714	7.1	8.0
Sociologists, cultural sociologists & ethnographers	89	12.8	12.8
University graduates in economics (cand.oecon. & cand.polit.)	104	2.0	2.5

Humanities:			
Librarians	766	14.1	13.5
Secretaries (1 or more languages)	620	4.4	4.8
Graduates			
in business language (cand. ling.merc. & cand.interpret.)	74	8.2	7.0
in arts and humanities (cand.phil., cand.mag. & mag.art.)	2,154	16.5	14.1
in journalism	413	6.9	7.4
in theology (cand.theol.)	132	5.7	6.0
Health:			
Veterinary surgeons (cand.med.vet.)	74	2.7	3.1
Occupational therapists	217	5.8	7.2
Physio-therapists	249	3.4	4.4
Doctors of medicine (cand.med.)	205	2.7	1.2
Dentists (cand.odont.)	375	6.6	6.0
Pharmacists (cand.pharm.)	155	4.2	4.7
Midwives	30	3.3	2.4
Nurses	403	0.6	0.7
Educational Studies:			
Kintergarten and recreation center teachers	3,385	9.5	7.8
Folkeskole teachers	2,506	2.2	3.0
Social pedagogues	2,210	10.3	10.4
Home economics teachers	269	7.6	8.3

XIV. GLOSSARY

Amtsråd	County council
Arbejdskendskab	Vocational studies (a subject in the *Folkeskole*)
Byggedirektoratet	Building Directorate
Børnehave	Kindergarten
Børnehaveklasse	Pre-school class
Børnehaveseminarium	Pre-school teacher training college
Erhvervsskoleafdelingen	Department of Vocational Education and Training
Direktoratet for Folkeoplysning, Frie Grundskoler m.v.	Directorate for Youth and Adult Education, Free Elementary School, etc.
Folkeskoleafdelingen	Department of Primary and Lower Secondary Education
Gymnasieafdelingen	Department of Upper Secondary Education
Universitetsafdelingen	Department of Higher Education
Efg (erhvervsfaglige grunduddannelser)	Basic vocational education (*EFG*)
Efterskole	Continuation school
Elevråd	Pupils' council (Student council at the upper secondary level)
Folkehøjskole	Folk high school
Folkeskole	Primary and Lower Secondary School
Folkeskolens afgangsprøve	Leaving Examination of the *Folkeskole*
Folkeskolens udvidede afgangsprøve	Advanced Leaving Examination of the *Folkeskole*
Folketing	*Folketing* (Parliament)
Forskningsråd	Research Council
Forskningsafdelingen	Department of Research
(De) fortsatte skoleuddannelser	Upper secondary education, post-compulsory education
Friskoler	Private independent schools (free schools)
Fritidsseminarium	Recreation-centre teacher training college
Fritidsundervisning	Leisure-time education

Fællesfag	Common core subjects
Gren (gymnasiet)	Branch
Grundkursus (folkeskole)	Basic course
Grundlæggende tekniske eksamensuddannelser	Courses leading to a basic technical examination
Gymnasieskole	Upper secondary school
Handelsskole	Commercial school
HF (højere forberedelseseksamen)	Higher Preparatory Examination (HF))
Husholdningsskole	Home economics school
Højere handelseksamen	Higher Commercial Examination (*HH*)
Klasselærer	Class teacher
Klassens time	Free class discussion (period)
Klassisk sproglig gren (gymnasiet)	Classical languages branch
Kommunalbestyrelse	Municipal council
Kortere videregående uddannelser	Short-cycle higher education
Landbrugsskole	Agricultural school
Linie (gymnasiet)	Line
Længerevarende videregående uddannelser	Long-cycle further education
Lærerforsamling	Teachers' Assembly
Lærerseminarier	Colleges of education
Lærlingeuddannelse	Apprenticeship training
Læseplan	Guidelines to a curriculum (indicates what is to be taught)
Matematisk-fysisk gren (gymnasiet)	Mathematics-physics branch
Matematisk linie (gymnasiet)	Mathematics line
Modtagelsesklasse	Reception class (for immigrant pupils)
Musik-sproglig gren (gymnasiet)	Music-languages branch
Naturfaglig gren (gymnasiet)	Natural sciences-mathematics branch
Nysproglig gren (gymnasiet)	Modern languages branch
Obligatoriske fag	Compulsory subjects
P-fag	Practical subjects
Private skoler	Private schools

Prøveforberedende enkeltfags-undervisning for voksne	Single-subject courses preparatory for an examination (for adults)
Pædagogikum	Teacher training period (practical + theoretical) for upper secondary school teachers given after university graduation
Realeksamen	Lower Secondary School Leaving Examination (now abolished)
Rektor (gymnasiet)	Headmaster
Rektor (Universitet el. lign.)	Rector (university)
Restgruppe	Residual group
Samarbejdsudvalg	Joint consultation committee
Samfundsmatematisk gren	Social studies - mathematics branch (gymnasiet)
Samfundssproglig gren	Social studies - languages branch (gymnasiet)
Samtidsorientering	Contemporary Studies (subject in the *Folkeskole*)
Skoleinspektør	Headteacher (primary + lower secondary school)
Skolebestyrelse	School board
Skoleplan	The school plan (indicates where schools are to be located within the municipality, boundaries of the school districts, the size and structure of the individual school, and the number of teaching staff)
Skoleråd	School council (at upper secondary schools)
Sproglig linie (gymnasiet)	Language line
Statens Uddannelsesstøtte	State Education Grant and Loan Scheme
Studentereksamen	Upper Secondary School Leaving Examination
Svendebrev	Journeyman's Certificate
Teknisk skole	Technical school
Tilbudsfag (folkeskolen)	Offered subjects (optional subjects which must be offered at the individual school), cf. *valgfag*
Udvidet kursus (folkeskolen)	Advanced course

Undervisningsplan	The educational plan (The educational plan indicates the scope and content of instruction) (the curriculum)
Undervisningsvejledning	Teaching guidelines (suggests how to teach a subject)
Ungdomsskole	Youth school
Valgfag (folkeskolen)	Optional subjects (subjects which may be offered at the individual school), cf. *tilbudsfag*
Vuggestue	Day nursery
(De) Videregående uddannelser	Higher education, tertiary education
Årskarakter	Marks for the year's work

Undervisnings
ministeriet

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